



“Encendamos juntos la luz”

Estimada persona docente de I y II Ciclos:

A continuación, se brinda una propuesta de priorización de contenidos curriculares de **Inglés de Primero y Segundo Ciclos**, para implementar en el Programa de nivelación Aula Edad, según lo establecido en el Acuerdo 08-06-2013 del Consejo Superior de Educación. **Para su implementación se debe tener presente:**

- a. El Programa de nivelación escolar Aula Edad, se organiza en **tres niveles** y se desarrolla en tres años: Cada nivel **integra dos años escolares** del programa de estudio vigente: (**I nivel**= 1° y 2° año) - (**II nivel**= 3° y 4° año) - (**III nivel**= 5° y 6° año)
- b. El planeamiento didáctico y la mediación pedagógica, se realiza según lo establecido en las normativas vigentes. La evaluación de los aprendizajes, debe ajustarse al Reglamento de Evaluación de los Aprendizajes: art 34, incisos e y f y su reforma, según el Acuerdo de CSE-SG-0006-2023.
- c. Las **estrategias de mediación**, deben ser **visualizadas y elaboradas como un “conjunto” de acciones** que permiten al grupo de estudiantes, adquirir el aprendizaje esperado y fortalecer las competencias seleccionadas; además tienen que estar **contextualizadas** a las particularidades del centro educativo y la comunidad estudiantil. La mediación pedagógica desde el Enfoque orientado a la acción se compone de cinco fases: pre-teaching, pre-task, task rehearsal, task completion y task



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assessment. La persona docente selecciona los recursos, los materiales que faciliten el logro de los aprendizajes (assessment strategies) en cada una de las cuatro competencias.

- Mediación pedagógica: pág. 32-34
- Enfoque orientado a la acción: pág. 25-31

Organización de objetivos y contenidos de los programas de estudio de Inglés de Primero y Segundo Ciclos, en el contexto del Programa de Aula Edad, Acuerdo 08-06-2013 del Consejo Superior de Educación.

A continuación, se presenta una dosificación de los Programas de estudio de inglés, aprobados por el Consejo Superior de Educación en el 2016. Por cuanto el programa aula edad desarrolla dos años (grados) por nivel, la dosificación está dividida en tres períodos o años.

Scope and Sequence of the Module Level: A1

I Grade	II Grade	III Grade
Scenario: All about me! Themes: <ul style="list-style-type: none">• Saying Hello! Saying Good-Bye!• Hi! I am ...	Scenario: Learning is Fun! Themes: <ul style="list-style-type: none">• Hi! How are you today?• My Learning Environment	Scenario: Our family “to do list” Themes: <ul style="list-style-type: none">• Family Chores• Things I Like to Do to Help my Family

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<ul style="list-style-type: none"> The way I look and feel Making new friends My favorite fun games and activities 	<ul style="list-style-type: none"> What I do at School! What I Like about School! Going to the school cafeteria 	<ul style="list-style-type: none"> Can you help me? Where is the Broom? <p>Scenario: May I help you?</p> <p>Themes:</p> <ul style="list-style-type: none"> A day in my Community Where do I Get some Fresh Vegetables? Step by step directions Help! I Need a Pair of Shoes. How Much does it Cost?
<p>Scenario: We are all different</p> <p>Themes:</p> <ul style="list-style-type: none"> Meet my Family What my Family Looks Like Different Things my Family Likes to Do Tell me about your family My Family's Special Dates 	<p>Scenario: Home Sweet Home</p> <p>Themes:</p> <ul style="list-style-type: none"> A Visit from my Cousins A Home Tour What We Do around the House Cleaning the House Healthy habits makes us feel well. 	<p>Scenario: Welcome to Costa Rica!</p> <p>Themes:</p> <ul style="list-style-type: none"> Costa Rica: a Diverse Country Fun places and spaces Where Can I Go? How will I Get There?
<p>Scenario: A tour around my Community</p> <p>Themes:</p> <ul style="list-style-type: none"> This is my classroom. Let me show you my school. Where are the restrooms? 	<p>Scenario: Fabulous Flora and fauna</p> <p>Themes:</p> <ul style="list-style-type: none"> A Nature Walk Animals A to Z 	



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|--|---|---|
| <ul style="list-style-type: none">• Meeting people at the school and the community• How can I get to the supermarket? | <ul style="list-style-type: none">• Living with Animals and Pets around me• Green Kingdom• Protecting Nature and ways to take care of animals | <ul style="list-style-type: none">• Exploring Costa Rica: no Better Place to Be |
|--|---|---|

FIRST GRADE (Pedagogical mediation- pages 58-183 New English Curriculum)

SCENARIO: All about me!

THEMES:

- Saying Hello! Saying Good-Bye!
- Hi! I am ...
- The way I look and feel
- Making new friends
- My favorite fun games and activities

Enduring understanding: Our names, the way we look, and the way we feel make us special.

Essential Question: What makes us special?

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LANGUAGE FUNCTIONS

- Greeting and saying good bye in proper contexts
- Introducing myself
- Identifying personal traits and feelings
- Getting to know others
- Expressing likes

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO LIVE IN COMMUNITY
LISTENING <p>L.1. recognize simple information such as name, age, and perhaps country of origin when that information is given slowly and clearly.</p> <p>L.2. recognize often spoken words similar to the languages with which they are familiar.</p> <p>L.3. understand simple questions, which directly</p>	LEARNING TO KNOW <p>GRAMMAR AND SENTENCE FRAMES</p> <p><u>Personal and Possessive pronouns – I, my</u></p> <ul style="list-style-type: none"> – <u>I</u> am Amanda. – <u>My</u> name is Juan. <p><u>Question/Answers with BE</u></p> <ul style="list-style-type: none"> – What is your name? My... – How are you? Fine. – How old are you? 6 	LEARNING TO DO <p>Language functions</p> <p><u>Discourse Marker</u></p> <p>And</p>	LEARNING TO BE AND LIVE IN A COMMUNITY <p><u>Psycho-social</u></p> <ul style="list-style-type: none"> – Showing self-esteem, self-confidence – Showing self-awareness by describing self – Stimulating creativity through the arts (drawing, acting, body language)

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO LIVE IN COMMUNITY
<p>concern them such as their name and where they are from.</p> <p>L.4. understand basic greetings, farewells, expressions of politeness and feelings (e.g., hello, good-bye, sorry, pardon?).</p> <p>L.5. understand words, names, and numbers previously learned when heard in a short, simple recording delivered at a slow pace.</p>	<p><u>Yes/No Questions</u></p> <ul style="list-style-type: none"> – Are you a student? Yes – Are you in first grade? Yes – Are you tall? Yes/No (use appropriate) <p><u>(S-V-C) sentences</u></p> <ul style="list-style-type: none"> – I am _____ (name, age, country, physical description) – I feel _____ (happy/sad). <p><u>Wh- questions in Simple Present</u></p>		<p>Sociocultural</p> <ul style="list-style-type: none"> – Greeting people (handshaking, kissing and some others depending on the community or context). <p>Social Language Samples and idioms/ phrases</p> <p>Hey! Bye-bye See ya</p>

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO LIVE IN COMMUNITY
READING R.1. answer yes/no questions about text heard that is supported by pictures. R.2. recognize some high frequency words and straightforward phrases in simple texts, if these words have been previously encountered and they are	<ul style="list-style-type: none"> – Where do you live? – Where are you from? – <u>Clarifying Questions</u> Pardon. – What? – Repeat, please. <p><u>Frequency adverbs:</u> (always, sometimes, never)</p> <ul style="list-style-type: none"> – I _____ play soccer on Monday 		See you later alligator! After a while crocodile!

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO LIVE IN COMMUNITY
<p>attached to a picture (e.g., book, school, soccer).</p> <p>SPOKEN INTERACTION</p> <p>SI.1. ask for something when pointing or gesturing to support the request.</p> <p>SI.2. use one or two learned expressions of greeting, farewell, and politeness (e.g., hello, good-bye, please, you are welcome and thank you).</p>	<p>– She _____ rides a bike to school. – He _____ likes to sing.</p> <p>VOCABULARY <u>Vocabulary</u></p> <p><u>1. Saying Hello! Saying good bye!</u></p> <p><u>Greetings</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO LIVE IN COMMUNITY
SI.3. express a lack of understanding.	<ul style="list-style-type: none"> – Hi! Hello! Good morning, Good afternoon, Good evening, How are you? 		
SI.4. understand and respond in a predictable pattern to simple questions about familiar things and if the other person speaks slowly and clearly.	<p><u>Leave-takings</u></p> <ul style="list-style-type: none"> – Good-bye, bye, see you, see you later. <p><u>2.Introducing myself</u></p> <ul style="list-style-type: none"> – My name is... – I am from... / 7 years old. – 'I live in... 		
SPOKEN PRODUCTION			

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO LIVE IN COMMUNITY
SP.1. express how I look and feel using simple, standard expressions. SP.2. express likes and dislikes using simple, standard expressions.	<u>Expressions of Politeness</u> <ul style="list-style-type: none"> – Excuse me, pardon, thank you, you are welcome, – Nice to meet you. 		
WRITING W.1. print/write simple high-frequency words W.2. organize drawings or pictures within a graphic	<u>Cardinal Numbers</u> <ul style="list-style-type: none"> – 1-10 <u>Nationalities</u> <ul style="list-style-type: none"> – Costa Rica, Nicaragua... 		

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<p>organizer (sequence or Venn diagram).</p> <p>ASSESSMENT STRATEGIES</p> <p>The learner...</p> <p>Using technically designed instruments for co-assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Recognizes simple personal information (e.g.name, age, country of origin, personal traits) and</p>	<p><u>3.The way I look and I feel</u></p> <p><u>Physical Appearance</u></p> <ul style="list-style-type: none"> – short, tall, handsome, pretty <p><u>Colors</u></p> <ul style="list-style-type: none"> – red, blue, green, yellow <p><u>4.Making new friends</u></p> <p><u>Information questions</u></p> <ul style="list-style-type: none"> – What’s your name? Where are you from? 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO LIVE IN COMMUNITY
<p>transparent phrases (e.g., excellent, pay attention) when that information is given slowly and clearly.</p> <p>L.2. Recognizes spoken words similar to the native language.</p> <p>L.3. Recognizes simple questions, which directly concern them such as their name and where they are from.</p> <p>L.4. Recognizes one or two forms of greetings farewells (Hello, Good-bye)</p>	<ul style="list-style-type: none"> – How old are you? – Nice to meet you/too. <p><u>5. My favorite fun games and activities</u></p> <p><u>Activities</u></p> <ul style="list-style-type: none"> – Ride a bike – Play video games – Play soccer – Sing a song – Go to the movies <p><u>Expressions</u></p> <ul style="list-style-type: none"> – I like... 		



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<p>expressions of politeness and personal feelings expressed slowly and clearly.</p> <p>L.5. Recognizes words, names, and numbers when heard in a short, simple recording delivered at a slow pace.</p> <p>R.1. Answers yes/no questions about text heard.</p> <p>R.2. Recognizes some high frequency words and straightforward phrases in simple texts.</p>	<p>– I don't like...</p> <p><u>Adjectives:</u></p> <p>– difficult, easy, fun, boring</p>		

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO LIVE IN COMMUNITY
<p>SI.1. Asks for something when pointing or gesturing to support the request.</p> <p>SI.2. Uses one or two forms of greetings and farewells (Hello, Good-bye).</p> <p>SI.3. Expresses a lack of understanding.</p> <p>SI.4. Responds in a predictable pattern to simple questions about familiar things.</p>			



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<p>SP.1. Describes personal appearance and feelings with simple words.</p> <p>S.P.2. Expresses likes and dislikes using simple, standard expressions.</p> <p>W.1. Prints/transcribes simple high-frequency words.</p> <p>W.2. Organizes drawings or pictures within a graphic organizer.</p> <p>Integrated- mini project</p> <ul style="list-style-type: none">- Planning, creating a poster or booklet using			



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<p>cardboard or technology for introducing oneself (age, birthday, and physical appearance) to small groups or whole class.</p> <ul style="list-style-type: none">- Rehearsing and briefly describing the mini-project to the class in a poster exhibition.- Participating in individual/ peer assessment. <p>IMP. Using different types of technically designed</p>			



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<p>instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners apply emergent language competences in oral and written comprehension and oral and written production for asking for and giving personal information.</p>			

SCENARIO: We are all Different

THEMES:

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- Meet my Family
- What my Family Looks Like
- Different Things my Family Likes to Do
- Tell me about your family's
Special Dates

Enduring understanding: Families come in all shapes and sizes with different likes and dislikes. All families are special.

Essential Question: What makes families special?

LANGUAGE FUNCTIONS

- Identifying family members
- Identifying nuclear family members' physical traits
- Naming hobbies and activities practiced with the family
- Describing family to others
- Talking about family's celebrations

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
LINGUISTIC COMPETENCES LISTENING <u>L.1.</u> recognize the words for people around them (e.g., father, mother, brother, sister, baby). <u>L.2.</u> understand simple information about a person (e.g., appearance and feelings) if the person speaks	GRAMMAR AND SENTENCE FRAMES <u>(S-V-C) Sentences with verb (to be)</u> <ul style="list-style-type: none"> – This/she is my <u>mother/sister</u>. – This/he is my <u>father/brother</u>. <u>Singular personal possessive Pronoun</u>	<u>Discourse Markers</u> and <ul style="list-style-type: none"> – My mom <u>and</u> I eat ice cream. My father <u>and</u> my brother are tall. –	<u>Psycho-social</u> <ul style="list-style-type: none"> – Respecting others in my family – Respecting senior citizens and gender roles – Motivating good communication, collaboration, and self esteem <u>Sociocultural</u> <ul style="list-style-type: none"> – Helping others at home

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>slowly and clearly, possibly with accompanying gestures.</p> <p>L.3. understand words, names, and numbers previously learned when heard in a short, simple recording delivered at a slow pace.</p> <p>READING</p> <p>R.1. recognize some high frequency words and straightforward phrases in simple texts, if these words</p>	<ul style="list-style-type: none"> – <u>My</u> mother is tall. <p><u>Yes-no question using verb “to be”</u></p> <ul style="list-style-type: none"> – Is your mom tall? Yes. – Is your family big? No. – Is <u>David</u> your father? Yes <p><u>Simple present tense regular verbs</u></p> <ul style="list-style-type: none"> – My family <u>watches</u> TV. – I <u>like</u> ice cream. – I have _____ (two sisters and a brother). 		<ul style="list-style-type: none"> – Introducing family members in celebrations and family reunions (Mother's day, Father's day, family birthday celebrations, leisure activities) – Using positive and affectionate expression familiar address forms (dear, darling)

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>have been previously encountered and they are attached to a picture. (e.g., bed, bedroom)</p> <p>R.2. answer yes/no questions about text heard that is supported by pictures</p> <p>SPOKEN INTERACTION</p> <p>SI. Understand and respond in a predictable pattern to simple questions.</p> <p>SI.2. express a lack of understanding.</p>	<p>WH- questions</p> <p>Who is this/ that? How many are....?</p> <p>VOCABULARY</p> <p><u>Meet my family</u></p> <p><u>Family members:</u></p> <ul style="list-style-type: none"> – Father, mother, sister, brother <p><u>2. What my family looks like</u></p>		<p>Social Language Samples and idioms/ phrases</p> <ul style="list-style-type: none"> – Big brother – Little brother – Like father like son



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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
SPOKEN PRODUCTION SP.1. Recognize how he/she or other person is feeling using simple, standard expressions. (Happy, sad, mad) SP.2. Recognize basic family activities using expressions like “My father likes running”. SP.3 Talk about family and family special dates. WRITING	<p><u>Personal descriptions and feelings:</u></p> <ul style="list-style-type: none">– Tall, short, little, handsome,– pretty, happy, sad <p><u>Cardinal numbers:</u></p> <ul style="list-style-type: none">– 1-10 <p><u>3. Different things my family likes to do</u></p> <p><u>Action Verbs:</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.1. draw pictures of an event or character from a picture story or one main idea.</p> <p>W.2. print/write simple high-frequency words.</p> <p>ASSESSMENT STRATEGIES Using technically designed instruments for self-assessment and with the guidance of the teacher, the learner:</p>	<ul style="list-style-type: none"> – Plays, eats, watches, talks, likes, cooks <p><u>Meet my family</u></p> <p><u>Family members:</u></p> <ul style="list-style-type: none"> – Father, mother, sister, brother <p><u>2. What my family looks like</u></p> <p><u>Personal Descriptions and feelings:</u></p>		

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L.1. Identifies nuclear family members from aural stimuli when it is spoken slowly and clearly.</p> <p>L.2. Recognizes simple information about family members if the person speaks slowly and clearly.</p> <p>L.3. Recognizes words, names, and numbers when heard in a short, simple</p>	<ul style="list-style-type: none"> – Tall, short, little, handsome, – pretty, happy, sad <p><u>Cardinal numbers:</u></p> <ul style="list-style-type: none"> – 1-10 <p><u>3. Different things my family likes to do</u></p> <p><u>Action Verbs:</u></p> <ul style="list-style-type: none"> – Plays, eats, watches, talks, likes, cooks <p><u>I like... We like....</u></p>		

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>recording delivered at a slow pace.</p> <p>R.1. Recognizes some high frequency words and straightforward phrases in simple texts.</p> <p>R.2. Answers yes/no questions about text heard.</p> <p>SI.1. Responds in a predictable pattern to simple questions.</p>	<ul style="list-style-type: none"> – Video games – Playing with my family and friends – Reading a book – Exercising <p>4. <u>Tell me about your Family</u></p> <ul style="list-style-type: none"> - Who's this? - This is my mother. She is my mother. -- How many are in your family? - We are six in my family 		

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
SI.2. Expresses a lack of understanding. SP.1. Recognizes how he/she or other person is feeling using simple, standard expressions. SP.2. Recognizes basic family activities using expressions like “My father likes cooking”. SP. 3. Recognizes basic information about nuclear	Adjectives Small, big family 5. Special Family Dates Family members’ birthdays Days of the week: Monday, Tuesday... Months of the year: January, February... When is your birthday? My birthday is... When is your mother’s birthday?		



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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>family and family special dates.</p> <p>W.1. Represents an event or character from a picture story or one main idea.</p> <p>W.2. Prints/writes simple high-frequency words.</p> <p>Integrated Mini-Project</p> <ul style="list-style-type: none">– Planning, creating a Family album, describing family and family's special dates.	<p>It is on May 23rd.</p>		



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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<ul style="list-style-type: none">– Rehearsing and briefly describing it to the rest of the class, following teacher's instructions.– Participating in peer and individual assessment. <p>IMP. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners apply emergent</p>			



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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
language competences in oral and written comprehension and oral and written production for describing family members, family activities and celebrations.			

SCENARIO: A Tour Around my Community

THEMES:

- This is my classroom.
- Let me show you my school.

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- Meeting people at the school and the community
- Where are the restrooms?
- How can I get to the supermarket?

Enduring understanding: Our community is special because of the people, the places, and how we help each other.

Essential Question: What makes our neighborhood special?

LANGUAGE FUNCTIONS

- Identifying classroom objects and school supplies
- Identifying places in the school
- Naming helpers at the school and community
- Recognizing location (in front of, near, behind)
- Asking for and giving directions

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>LISTENING</p> <p>L.1. understand simple classroom instructions, such as «Stand up, please», «Come here», or «Close the door, please» when expressed slowly and clearly, possibly with accompanying gestures and pictures.</p> <p>L.2. recognize spoken words similar to the languages with which they are familiar (e.g., class, map, repeat).</p>	<p>GRAMMAR AND SENTENCE FRAMES</p> <p><u>(S-V-C) sentences with BE</u></p> <ul style="list-style-type: none"> – This is my <u>classroom</u>. – This is a <u>table</u>. – This is the _____. <p>(principal, teacher, janitor, cook, security guard, secretary)</p>	<p>Discourse Markers</p> <p>and</p> <ul style="list-style-type: none"> – This is my table <u>and</u> the chair. – This is my pencil <u>and</u> book. – 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> – Showing self-respect – Showing respect for classmates', teacher's and other's belongings – shows willingness to work cooperatively – Appreciating neighborhood surroundings.

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L.3. understand simple information about an object (for example, the size and color of a book, and where it is) if the person speaks slowly and clearly, possibly with accompanying gestures.</p> <p>L.4. recognize and understand the words for people around them (e.g., teacher, students, principal).</p>	<p><u>Adjectives (quantity/size/color) with nouns</u></p> <ul style="list-style-type: none"> – This table is <u>brown</u>. – The <u>two</u> desks are <u>small</u>. <p><u>Prepositions of location</u></p> <ul style="list-style-type: none"> – I see a book <u>on</u> the table. – The pencil is <u>in</u> the desk. <p><u>Singular personal possessive pronoun</u></p>		<ul style="list-style-type: none"> – Showing respect and courtesy when meeting other people. <p>Sociocultural</p> <ul style="list-style-type: none"> – Sharing personal belongings – Taking turns when working in groups – Asking for permission to leave the room (Restroom?)

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L.5. understand simple information about a place (e.g., where it is) and instructions, such as «Go to the library», «Come inside», if the person speaks slowly and clearly, possibly with accompanying gestures.</p> <p>READING</p> <p>R.1. follow one or two-step directions accompanied by demonstrations to complete classroom routines.</p>	<p><u>I, my</u></p> <ul style="list-style-type: none"> – This is <u>my</u> classroom. – This is <u>my</u> book. <p><u>Imperative sentences</u></p> <ul style="list-style-type: none"> – Stand up. – Sit down. – Look at me. <p><u>Yes/No question using verb “to be”</u></p> <ul style="list-style-type: none"> – Is this a pen? 		<ul style="list-style-type: none"> – Expressing gratitude with appropriate use of “please” and “thank you” – Showing interest in others – Using different choices of formal greetings with community helpers (Mr., Mrs., Miss, Ms.) <p><u>Social Language Samples and idioms/ phrases</u></p>

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.2. identify main characters by pointing, naming or labeling from a picture story that is read aloud.</p> <p>SPOKEN INTERACTION</p> <p>SI.1. ask what the object is using learned expressions of language by pointing to it.</p> <p>SI.2. express a lack of understanding.</p>	<ul style="list-style-type: none"> – Is she the principal? Yes/No <p><u>WH-questions</u></p> <ul style="list-style-type: none"> – Where is the gym? It's next to the computer lab. <p><u>Prepositional phrases of time and place IN, ON, AT</u></p> <ul style="list-style-type: none"> – I go to school <u>on Monday.</u> (Tuesday, Wednesday, Thursday, Friday) 		<ul style="list-style-type: none"> – Study buddies – Elbow partners – Classroom helper – Home is where the heart is. – “Thank you very much.” – There is no place like home.

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SI.3. understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly</p> <p>SI.4. understand and respond in a predictable pattern to simple questions about familiar things (e.g., Where is the principal's office? Next to the library) if the other person speaks slowly and clearly..</p>	<p><u>Adverbs (first, then, next)</u></p> <ul style="list-style-type: none"> – <u>First</u> I go to school. – <u>Then</u> I study. – <u>Next</u> I go home. <p><u>Prepositions (in front of, near, behind)</u></p> <ul style="list-style-type: none"> – The security guard is <u>in front of</u> the gate. – The principal's office is <u>near</u> the library. 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SPOKEN PRODUCTION</p> <p>S.P.1. name some common objects in familiar environments, for example (e.g., It is a ruler. It is a church.)</p> <p>SP.1. name some common places and people in familiar environments.</p> <p>WRITING</p> <p>W.1. draw pictures of an event or character from a</p>	<ul style="list-style-type: none"> – The school is <u>near</u> the church. – The park is <u>behind</u> the church. <p><u>(S-V-C) Sentences</u></p> <ul style="list-style-type: none"> – My name is <u>(name)</u>. I <u>live</u> in (name of town). I (live, play, study) here. – My neighborhood has a ____ (park, church, school). 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>picture story or one main idea.</p> <p>W.2. dictate words for teacher to write.</p> <p>ASSESSMENT STRATEGIES</p> <p>Using technically designed instruments for co-assessment and with the guidance of the teacher, the learner:</p>	<p>– He/she is a _____ (teacher, police officer, doctor, nurse)</p> <p>VOCABULARY</p> <p><u>1. This is my classroom</u></p> <p>Teacher's desk, desks, tables, chairs, fan, whiteboard, lights, door,</p>		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L.1. Recognizes simple classroom instructions, when expressed slowly and clearly.</p> <p>L.2. Recognizes words familiar to the native language.</p> <p>L.3. Identifies simple information about an object.</p> <p>L.4. Recognizes the words for people around them.</p> <p>L.5. Recognizes simple information about a place if</p>	<p>windows, marker, eraser, plants.</p> <p><u>Adjectives:</u></p> <ul style="list-style-type: none"> – brown, black, blue, green, red, yellow, orange, – soft, hard, big, small <p>My school supplies</p> <ul style="list-style-type: none"> – notebook, pen, pencil, color pencils, ruler, 		

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“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>the person speaks slowly and clearly.</p> <p>R.1. Identifies one or two-step directions.</p> <p>R.2. Sequences pictures to show understanding of a text heard or read.</p> <p>SI.1. Asks what the object is.</p> <p>SI.2. Expresses a lack of understanding.</p>	<p>glue, scissors, eraser, book, backpack</p> <p><u>Cardinal numbers:</u></p> <ul style="list-style-type: none"> – 1-10 <p><u>2. Let me show you my school.</u></p> <p>Places in my School</p> <ul style="list-style-type: none"> – Library – Restrooms – Cafeteria – Dining room 		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SI.3. Responds in a predictable pattern to simple questions.</p> <p>S.I.4. Responds in a predictable pattern to simple questions about familiar things.</p> <p>S.P.1. Names some common objects in familiar environments</p>	<ul style="list-style-type: none"> – Principal's office – Classrooms – Gym – Playground – Computer lab <p><u>Cardinal numbers</u></p> <ul style="list-style-type: none"> – 1 – 20 <p><u>3.Meeting people at the school and the community</u></p>		

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“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SP.2. Names some common places and people in familiar environments.</p> <p>W.1. Identifies one main idea from an event or character in a picture story.</p> <p>W.2. Says words for teacher to write.</p> <p>Integrated- mini project</p> <ul style="list-style-type: none"> – Planning and creating collaboratively a storybook identifying and describing places in the 	<p>People at school</p> <ul style="list-style-type: none"> – teacher, students, principal, janitor, cook, security guard, secretary <p>Community Helpers</p> <ul style="list-style-type: none"> – Teacher, priest, pastor, firefighter, farmer, shop owner, police officer, 		

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“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>school and community using play dough, drawings or recyclable materials available.</p> <ul style="list-style-type: none"> – Rehearsing and briefly describing the mini-project to the class. – Participating in individual assessment. <p>IMP. Using different types of technically designed instruments to assess the</p>	<p>doctor, nurse, engineer, lawyer, police officer, secretary</p> <p>4. <u>Where are the restrooms?</u></p> <p><u>Going around school</u></p> <p><u>Prepositions:</u></p> <ul style="list-style-type: none"> – in front of, behind, near <p>5. <u>How can I get to the supermarket?</u></p>		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
overall accomplishment of unit goals, the teacher collects information about how learners apply emergent language competences in oral and written comprehension and oral and written production for describing places in the school and the community.	<p>Places of my community</p> <ul style="list-style-type: none"> – neighborhood, town, church, park, school, hospital, gas station, restaurant, bank, police station, bus station, supermarket, bookstore – Go straight. – Turn left/right – Stop 		

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“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY

SECOND GRADE. (Pedagogical mediation- pages 58-183 New English Curriculum)

SCENARIO: Learning is fun

THEMES:

- Hi! How are you today?
- My Learning Environment
- What I do at School!
- What I Like about School!
- Going to the school cafeteria

Enduring understanding: Learning is fun when we like the people, the places and what we are doing.

El presente documento constituye una guía flexible para que el docente oriente los procesos de mediación pedagógica.



Essential Question: What makes learning fun?

LANGUAGE FUNCTIONS

- Greeting people and responding to greetings, introductions, leave takings.
- Recognizing school personnel and parts of the school.
- Using classroom language
- Asking and answering questions related to favorite school activities.
- Expressing likes

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
LISTENING L.1. understand basic greetings, farewells, and common expressions of	GRAMMAR AND SENTENCE FRAMES <u>(S-V-C) sentences</u> – I love _____.(soccer, math, reading)	<u>Discourse Markers</u> and, but – I love reading <u>but</u> I don't like math.	<u>Psycho-social</u> – Respecting the school personnel and classmates

El presente documento constituye una guía flexible para que el docente oriente los procesos de mediación pedagógica.

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>politeness (e.g., hi, see you tomorrow, sorry).</p> <p>L.2. understand simple classroom instructions, such as «Please sit down», «take out your English notebook», or «turn on the light, please» when expressed slowly and clearly, possibly with accompanying gestures and pictures.</p> <p>L.3. understand simple questions which directly concern them such as their</p>	<ul style="list-style-type: none"> – I feel _____. (happy, excited, and good) at school. – I like to <u>go to the playground</u> at school. <p><u>(S-V-C) sentences with To Be</u></p> <ul style="list-style-type: none"> – My notebook is _____ (red, blue, big, small) – Mrs. Rojas is the _____. (janitor, principal, teacher, cook) – My teacher is _____ (nice, good) 	<ul style="list-style-type: none"> – I feel happy <u>and</u> excited. – My teacher is nice <u>but</u> the principal not. 	<ul style="list-style-type: none"> – Being responsible with school obligations – Helping your partner <p>Sociocultural</p> <ul style="list-style-type: none"> – Greetings and leave-takings in formal and informal ways (Hello, hi, how are you?, good bye, see you later, see you) – Participating in holidays and school activities

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>name and where they are from.</p> <p>READING</p> <p>R.1. answer yes/no questions about text heard that is supported by pictures.</p> <p>R.2. recognize some high frequency words and straightforward phrases in simple texts, if these words have been previously encountered and they are attached to a picture (e.g., book, school, soccer).</p>	<p><u>Negative sentences with don't:</u></p> <ul style="list-style-type: none"> – I don't like <u>to run</u> at school. <p><u>Yes/No questions with do:</u></p> <ul style="list-style-type: none"> – Do you like to <u>do homework?</u> Yes, I do – Do you like to <u>study English?</u> Yes, I do – Do you like <u>fast food?</u> No, I don't. 		<p><u>Social Language Samples and idioms/ phrases</u></p> <ul style="list-style-type: none"> – It's awesome! – It's great! – It's amazing!



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.PA.3. imitate each sound of letters of the alphabet that form a word, with a concrete item or picture representing the sound, with a special focus on short vowel /ɛ/.</p> <p>SPOKEN INTERACTION</p> <p>SI.1. use one or two learned expressions of greeting, farewell, and politeness.</p> <p>SI.2. ask for something when pointing or gesturing to support the request.</p>	<p><u>Information questions with do</u></p> <ul style="list-style-type: none">– How do you feel at school?– What do you like to do at school? <p><u>Information questions with To Be</u></p> <ul style="list-style-type: none">– When is <u>Independence Day</u>? It's in <u>September</u>.– Where is <u>the eraser</u>?– What are <u>the teachers</u> doing?		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
SI.3. understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.	<p><u>Personal pronouns:</u></p> <ul style="list-style-type: none">– I, you, it <p><u>Possessive adjectives:</u></p> <ul style="list-style-type: none">my, your– May I _____ borrow your ...?– This is my eraser.		
SPOKEN PRODUCTION SP.1. name some common objects and people in familiar environments. W.1. print/write simple high-frequency words	<p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none">– Letters of the alphabet– /e/...pen, pencil, red, rest		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.2. organize drawings or pictures within a graphic organizer (sequence or Venn diagram).</p> <p>ASSESSMENT STRATEGIES</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p>	<p>VOCABULARY</p> <ul style="list-style-type: none">–1. <u>Hi! How are you today?</u> <p><u>Greetings:</u></p> <ul style="list-style-type: none">– Hello, hi, good morning, good afternoon, good evening, <p><u>Leave-takings:</u></p> <ul style="list-style-type: none">– Good bye, bye, good night, see you later		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L.1. Recognizes basic greetings, farewells, and common expressions of politeness.</p> <p>L.2. Recognizes simple classroom instructions when expressed slowly and clearly.</p> <p>L.3. Recognizes simple questions which directly concern them such as their name, where they are from, likes and dislikes.</p> <p>R.1. Answers yes/no questions about text heard.</p>	<p>2. <u>My learning environment</u></p> <p><u>Nouns:</u></p> <ul style="list-style-type: none"> – School items: eraser, sharpener, colored pencils, ruler, notebook, book <p><u>Colors:</u></p> <ul style="list-style-type: none"> – red, blue, yellow, green, brown, orange, pink, purple <p><u>Action Verbs:</u></p> <ul style="list-style-type: none"> – erase, write, color, play, study, sharpen, glue, rest 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
R.2. Recognizes some high frequency words and straightforward phrases in simple texts. R.PA.3. Recognizes each sound of letters of the alphabet that form a word.	<u>3. What do I do at school?</u> <u>School activities:</u> <ul style="list-style-type: none"> – Study, draw, color – play soccer/ hide and seek – race, jump rope <u>Months of the year</u>		
SI.1. Uses one or two learned expressions of greeting, farewell, and politeness. SI.2. Asks for something when pointing or gesturing.	<u>4. What I like about school?</u> <u>School personnel:</u> <ul style="list-style-type: none"> – teacher, principal, janitor, cook, assistant, security guard, secretary 		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SI.3. Responds in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.</p> <p>SP.1. Names some common objects and people in familiar environments.</p> <p>W.1. Prints/transcribes simple high-frequency words.</p> <p>W.2. Organizes drawings or pictures within a graphic organizer.</p>	<p><u>Adjectives:</u></p> <ul style="list-style-type: none">– nice, friendly, kind, polite <p><u>Parts of the school:</u></p> <ul style="list-style-type: none">– classroom, cafeteria, library, principal's office, soccer field <p><u>Size:</u></p> <ul style="list-style-type: none">– big, small <p><u>Numbers:</u></p> <ul style="list-style-type: none">– 1-10		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
Integrated- Mini- project <ul style="list-style-type: none"> - Planning, creating a (e.g., a mini book) in small collaborative groups to describe favorite school activities and parts of the school. - Rehearsing and briefly describing in oral or/and written form the integrated mini-project to the class. Participating in individual and peer assessment. 	<u>Likes, dislikes</u> I like ... I don't like ... <u>Shape:</u> – Rectangular <u>4. Where is the cafeteria?</u> Types of food... hamburger, typical food, chips, <u>Likes, dislikes</u>		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	I like ... I don't like ... Prepositions of place In front of, next to..		

SCENARIO: Home Sweet Home!

THEMES:

- A Visit from my Cousins
- A Home Tour
- What We Do around the House
- Cleaning the House
- Healthy habits makes us feel well.

El presente documento constituye una guía flexible para que el docente oriente los procesos de mediación pedagógica.



“Encendamos juntos la luz”

Enduring understanding: We can make our homes into special places where we care for the people and things.

Essential Question: How can we make our homes into special places?

LANGUAGE FUNCTIONS

- Identifying extended family members
- Recognizing parts of the house
- Identifying family activities and chores
- Locating household items, parts of the house and family members.

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
LISTENING L.1. understand simple information about an object (e.g. the size and color of a	GRAMMAR AND SENTENCE FRAMES	<u>Discourse Markers</u> and, but	<u>Psycho-social</u> – Helping in the house

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>stereo, who it belongs to, and where it is) if the person speaks slowly and clearly, possibly with accompanying gestures.</p> <p>L.2. recognize often spoken words similar to the languages with which they are familiar (e.g., sofa, table, picture)</p> <p>L.3. understand simple information about healthy habits (for example, "I need to</p>	<p><u>Sentences using There is, this is</u></p> <ul style="list-style-type: none"> – This is my _____ (brother, sister, father, mother...) – This is the _____ (kitchen, living room...) – There is <u>a bed in the bedroom</u> <p><u>Simple present sentences:</u></p> <ul style="list-style-type: none"> – My house has <u>three</u> 	<ul style="list-style-type: none"> – There is a bed in the bedroom <u>but</u> there is not a table in the kitchen. – My house has three bedrooms <u>and</u> a yard. – This is my sister <u>but</u> this is not my mother. 	<ul style="list-style-type: none"> – Respecting family members – Enjoying time with extended family – Encouraging good hygiene to help the body. – Promoting healthy eating habits. – Increasing physical activity to keep the body healthy. <p>Socio-cultural</p>

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>exercise".) if the person speaks slowly and clearly, possibly with accompanying gestures.</p> <p>L.4. understand simple instructions, such as “Wash your face”, “sleep well”, or “brush your teeth” when expressed slowly and clearly, with accompanying gestures and pictures.</p> <p>READING:</p>	<p><u>bedrooms</u> and a <u>yard</u>.</p> <p><u>Yes-no questions with <i>is there</i></u></p> <ul style="list-style-type: none"> – Is there a _____ (chair, bed, and table) in the _____? (kitchen, bedroom, living room) <p><u>Yes-No questions in simple present</u></p> <ul style="list-style-type: none"> – Does your sister 	<p>–</p>	<ul style="list-style-type: none"> – Participating in family gatherings and comparing similarities and differences among individuals and communities. – Participating in family activities and celebrations <p><u>Social Language Samples and idioms/ phrases</u></p>

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
R.1. recognize some high frequency words and straightforward phrases in simple texts, if these words have been previously encountered and they are attached to a picture. (e.g., bed, bedroom)	____(play, read, study) in the _____? (bedroom, living room, kitchen) Yes, <u>s</u> /he does. <u>Personal pronouns:</u> – he, she		<ul style="list-style-type: none"> – Help yourself! – Please help me out! – Help out in the kitchen! – Elbow room
R.2. answer yes/no questions about text heard that is supported by pictures	<u>Possessive adjective:</u> – your		<ul style="list-style-type: none"> – An apple a day keeps the doctor away. – Eat your vegetables, take your vitamins.
R.PA.3. imitate each sound of letters of the alphabet that			

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>form a word, with a concrete item or picture representing the sound, particularly focusing on the short vowel /i/.</p> <p>R.PA.4. imitate each sound of letters of the alphabet that form a word, with a concrete item or picture representing the sound, with a special focus on short vowel / a /.</p> <p>SPOKEN INTERACTION</p>	<p><u>Information questions with To Be</u></p> <ul style="list-style-type: none"> – Where is <u>the TV</u>? It's in the _____ (living room, bedroom) <p>Information questions in simple present</p> <ul style="list-style-type: none"> – Where does your father ____? (read, rest, eat) In the _____.(living room, kitchen) 		

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SI.1. understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.</p> <p>SPOKEN PRODUCTION</p> <p>SP.1. name some common objects and people in familiar environments.</p> <p>SP.2. use one or two learned expressions to locate people and things</p>	<p><u>Simple present tense sentence:</u></p> <ul style="list-style-type: none"> – To be healthy, I need to _____ (exercise, wash my hands, eat healthy food). – I like bananas. – I don't eat junk food. <p><u>Conjunction "and":</u></p> <ul style="list-style-type: none"> – I play soccer <u>and</u> run. – You <u>and</u> I eat healthy food. 		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SP.1. use one or two learned expressions about healthy habits.</p> <p>WRITING</p> <p>W.1. draw pictures of an event or character from a picture story or one main idea.</p> <p>W.2. print/write simple high-frequency words.</p> <p>ASSESSMENT STRATEGIES</p>	<p><u>Information questions:</u></p> <ul style="list-style-type: none">– What healthy food do you eat?– What do you need/ have to do to be healthy?– How often do you <u>exercise</u>? I <u>sometimes</u> exercise. <p><u>Phonemic Awareness</u></p>		



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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
Using technically designed instruments for self-assessment and with the guidance of the teacher, the learner: L.1. Recognizes simple information about a household item if the person speaks slowly and clearly L.2. Recognizes spoken words similar to the	<ul style="list-style-type: none">– Letters of the alphabet <p>/l/...inside /l/...in /l/...kitchen /l/...big /l/...sit</p> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none">– Letters of the alphabet– Vowel /a/		

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>languages with which they are familiar.</p> <p>L.3. Recognizes simple information about healthy habits and food if the person speaks slowly and clearly.</p> <p>L.4. Recognizes simple instructions to be healthy when expressed slowly and clearly.</p> <p>R.1. Recognizes some high frequency words and</p>	<p>a...hand a...bad a...fat a...have a...dance</p> <p>VOCABULARY</p> <ul style="list-style-type: none"> – <u>A visit from my cousins</u> <p>Family members:</p> <ul style="list-style-type: none"> – father, mother, brother, sister, 		

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>straightforward phrases in simple texts.</p> <p>R.2. Answers yes/no questions about text heard.</p> <p>R.PA.3. Imitates and identifies each sound of letters of the alphabet that form a word.</p> <p>R.PA.4. Identifies the short vowel /l/ in spoken word.</p> <p>Using different types of technically designed instruments such as</p>	<p>grandfather, grandmother, uncle, aunt, cousin</p> <ul style="list-style-type: none"> – <u>A home tour</u> <p><u>Parts of the house:</u></p> <ul style="list-style-type: none"> – Kitchen, bedroom, bathroom, living room, dining room, laundry, garage. 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>checklists, rubrics, the teacher collects information about how the learner:</p> <p>SI.1. Responds in a predictable pattern to simple questions about familiar things.</p> <p>SP.1. Names some common objects and people in familiar environments.</p> <p>SP.2. Uses one or two learned expressions to locate people and things.</p>	<ul style="list-style-type: none"> – <u>What we do around the house</u> <p><u>Verbs:</u></p> <ul style="list-style-type: none"> – sleep, cook, sit, eat, take a shower, study, watch TV, rest, play <p><u>Numbers:</u></p> <ul style="list-style-type: none"> – 11-20 <p>– <u>Cleaning the house</u></p> <p><u>Furniture and appliances:</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.1. Represents an event or character from a picture story or one main idea.</p> <p>W.2. Prints/writes simple high-frequency words.</p> <p>Integrated-mini project</p> <ul style="list-style-type: none"> – Planning, creating collaborative (stories, mini-books, pictionaries, family albums) related to family and house, to share it 	<ul style="list-style-type: none"> – sofa, lamp, table, chair, bed, toilet, mirror, dresser, bookcase, stove, refrigerator, window, television <p><u>5. Healthy habits make me feel great</u></p> <p><u>Action Verbs:</u></p> <ul style="list-style-type: none"> – wash your hands, eat fruits, take a shower, brush your teeth, 		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>within small groups or whole class.</p> <ul style="list-style-type: none"> – Rehearsing and briefly describing the stories or mini-books, Pictionaries, family albums to class orally and in written form. – Participating in individual and peer assessment. <p>IMP. Using different types of technically designed instruments to assess the</p>	<p>exercise, drink water, sleep well, eat vegetables</p> <p><u>Healthy food:</u></p> <ul style="list-style-type: none"> – cereal, grains <p><u>Junk Food:</u></p> <ul style="list-style-type: none"> – pizza, hamburger, coke <p><u>Fruits:</u></p>		

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
overall accomplishment of unit goals, the teacher collects information about how learners apply emergent language competences in oral and written comprehension and oral and written production for describing family and house.	<ul style="list-style-type: none"> – apple, orange, pineapple <p><u>Vegetables:</u></p> <ul style="list-style-type: none"> – carrots, tomatoes, <p><u>Toiletries:</u></p> <ul style="list-style-type: none"> – soap, toothbrush, toothpaste <p><u>Adjectives:</u></p> <ul style="list-style-type: none"> – healthy, happy clean, energetic <p><u>Adverbs of frequency:</u></p>		



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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">– always, sometimes, never–		

SCENARIO: Fabulous Flora and Fauna

THEMES:

- A Nature Walk
- Animals A to Z
- Living with Animals and Pets around me
- Green Kingdom
- Protecting Nature and ways to take care of animals

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Enduring understanding: Humans, animals and plants are living things that need each other.

Essential Question: How does mother nature help us?

LANGUAGE FUNCTIONS

- Identifying common living things and non-living things
- Recognizing different types of animals in the different habitats in which they live.
- Identifying where animals' live and their actions.
- Asking and giving information about different kinds of plants.
- Describing how to take care of animals and mother nature

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
LISTENING	GRAMMAR AND SENTENCE FRAMES	<u>Discourse Markers</u> and, but	<u>Psycho-social</u>

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“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L.1 recognize spoken words similar to the languages with which they are familiar (e.g., plant, air, orchid)</p> <p>L.2. understand simple information about an object (for example, the size and color of a leaf, what plant it belongs to) if the person speaks slowly and clearly, possibly with accompanying gestures.</p>	<p><u>Sentences using To Be:</u></p> <ul style="list-style-type: none"> – A butterfly is _____ (beautiful, small, green) – <u>Rocks</u> are non-living things. <p><u>Sentences using simple present tense:</u></p> <ul style="list-style-type: none"> – Plants need _____ (air, soil, sun, water) 	<ul style="list-style-type: none"> – The birds are beautiful <u>but</u> not snakes. – The trees have many leaves <u>and</u> flowers. <p>The frogs live in the water <u>but</u> monkeys in the forest.</p>	<ul style="list-style-type: none"> – Being concerned about protection of the environment – Being sensitive towards living things – Taking care of flora and fauna – Being sensitive to the needs of others including pets. – Expressing interest in doing research about

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L.3. identifies colors, sizes, names of animals and numbers previously learned when heard in a short, simple recording delivered at a slow pace.</p> <p>L.4. understand simple information about an animal (for example, the size, color, and where it is) if the person speaks slowly and clearly, possibly with accompanying gestures.</p>	<p><u>Imperatives:</u></p> <ul style="list-style-type: none"> – Point to the <u>leaf</u>. – Don´t walk on the <u>grass</u>. – Plant a <u>tree</u>. <p><u>Information questions in simple present:</u></p> <ul style="list-style-type: none"> – Where do _____ (birds, squirrels, monkeys) 		<p>animal´s needs and habitats.</p> <p>Sociocultural</p> <ul style="list-style-type: none"> – Showing interest in the environment. – Participating in environmental celebrations: Earth Day – Promoting environmental protection – Taking care of animals

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>READING:</p> <p>R.1. recognize some high frequency words and straightforward phrases in simple texts, if these words have been previously encountered and they are attached to a picture.</p> <p>R.2. identify main characters by pointing, naming or labeling from a picture story that is read aloud.</p>	<p>live? _____(Birds, Squirrels, Monkeys)</p> <p>live in _____ (the garden, nests, parks, the forest)</p> <ul style="list-style-type: none"> - What do _____ (squirrels, butterflies, birds) eat? _____ <p>Squirrels, Butterflies, Birds) eat _____ (nuts, nectar from flowers, fruit, insects), plants, seeds)</p>		<ul style="list-style-type: none"> - Making animals' lives safe and comfortable <p><u>Social language Samples and idioms/phrases</u></p> <ul style="list-style-type: none"> - Think green! - Green thumb - Fresh as a daisy - Early bird - A dog is man's best friend

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.PA.3. imitate each sound of letters of the alphabet that form a word, with a concrete item or picture representing the sound, particularly focusing on short vowel /o/ in a spoken word if attached to a picture.</p> <p>R.PA.4. imitate each sound of letters of the alphabet that form a word, with a concrete item or picture representing</p>	<ul style="list-style-type: none"> – What do plants/forest animals need? Plants need _____ (water, sun, soil, rain, air), Forest animals need _____(food, water, sun, air) <p><u>Sentences in simple present</u></p> <ul style="list-style-type: none"> – My favorite pet/ farm animal is the _____ (dog, cat, duck, horse). – Dogs/Ducks have _____ (feathers, tail) 		<ul style="list-style-type: none"> – Getting your ducks in a row

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>the sound, particularly focusing on short vowel /ə / in a spoken word if attached to a picture.</p> <p>SPOKEN INTERACTION</p> <p>SI.1. understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.</p> <p>SI.2. ask what something is using learned expressions of</p>	<ul style="list-style-type: none"> – Birds/Horses live _____(on the farm, in a nest, in the barn) <p><u>Yes-No questions in simple present</u></p> <ul style="list-style-type: none"> – Do hens have feathers? Yes. – Do cows have fur? Yes. – Is this a lion? <p><u>Information questions in simple present:</u></p>		

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>language and by pointing to an object.</p> <p>SI.3. express a lack of understanding.</p> <p>SPOKEN PRODUCTION</p> <p>SP.1. name some common words or objects in familiar environments.</p> <p>SP.2. use one or two learned expressions of animals and plants.</p>	<p>– What is this?</p> <p>– What noise do cows make? Cows moo.</p> <p>– What do _____ (animals, pets, dogs) need? Animals need _____ (shelter, water, medicine, grooming)</p> <p><u>Conjunctions:</u> and, but</p> <p>– Birds have feathers <u>and</u> horses have hair.</p>		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
WRITING W.1. organize drawings or pictures within a graphic organizer (sequence or Venn diagram). W.2. print/write simple high-frequency words ASSESSMENT STRATEGIES Using technically designed instruments for self-	<ul style="list-style-type: none"> – Cows have fur, <u>but</u> roosters have feathers. <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> – Letters of the alphabet <p>/ə/ u...sun u...bug u...under</p>		

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
assessment and with the guidance of the teacher, the learner: L.1. Recognizes spoken words similar to the languages with which they are familiar. L.2. Recognizes specific information about wild animals and their habitats if the person speaks slowly and clearly.	u...nut u...sunny u...mud <u>Phonemic Awareness</u> – Letters of the alphabet o...dog o...horse o...long o...on		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L.3. Recognizes colors, names of animals, sizes and numbers when heard in a short, simple recording delivered at a slow pace.</p> <p>L.4. Identifies simple information from descriptions of farm and domestic animals if the person speaks slowly and clearly.</p> <p>R.1. Recognizes some high frequency words and</p>	<p>VOCABULARY</p> <p><u>1.A nature walk</u></p> <p><u>Natural Resources:</u></p> <ul style="list-style-type: none"> – River, pond (small Lake), mountain, beach <p><u>Non-living things:</u></p> <ul style="list-style-type: none"> – Water, air, rocks/stones, soil, 		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>straightforward phrases in simple texts.</p> <p>R.2. Identifies main characters from a picture story.</p> <p>R.PA.3. Identifies each sound of letters of the alphabet that form a word.</p> <p>R.PA.4. Identifies the short vowel /ɔ/ in spoken word.</p> <p>R.PA.5. Identifies the short vowel /ə/ in spoken word.</p>	<p>Habitats:</p> <ul style="list-style-type: none"> – In (dry, cold, wet) weather, in the forest, in the soil, on a tree, on land, in water <p>2.Animals A to Z</p> <p>Forest Animals:</p> <ul style="list-style-type: none"> – squirrel, butterfly, ant, snake, fish, frog, alligator, birds, parrot, monkey 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>SI.1. Responds in a predictable pattern to simple questions about familiar things.</p> <p>SI.2. Asks simple questions to get information about animals' names.</p>	<p><u>Insects:</u></p> <ul style="list-style-type: none"> – butterfly, spider, bee, ant, fly <p><u>3. Living with animals and pets around me</u></p> <p><u>Farm animals:</u></p> <ul style="list-style-type: none"> – hen, duck, pig, horse, cow, goose, rooster <p><u>Pets:</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SI.3. Expresses a lack of understanding.</p> <p>SP.1. Names some common characteristics of animals or objects in familiar environments.</p> <p>SP.2. Uses one or two learned expressions of animals and plants.</p> <p>W.1. Organizes drawings or pictures within a graphic organizer.</p>	<ul style="list-style-type: none"> – dog, cat, rabbit, bird, turtle <p><u>4.Green kingdom</u></p> <p><u>Flora:</u></p> <ul style="list-style-type: none"> – tree, leaves, flower, seed, bush, grass <p><u>Adjectives:</u></p> <ul style="list-style-type: none"> – Beautiful <p><u>Sizes:</u></p> <ul style="list-style-type: none"> – small, long 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.2. Prints/writes simple high-frequency words.</p> <p>Integrated Mini-Project Planning, creating collaboratively as a whole class or in small groups (storybooks/mini-books, cartoons) showing types of animals and plants and how to take care of them. Displaying it to small groups or whole class.</p>	<p><u>Colors:</u></p> <ul style="list-style-type: none"> – black, grey, green <p><u>5.Protecting Nature and Ways to Take Care of Animals</u></p> <ul style="list-style-type: none"> – Don´t throw garbage on the rivers. – Don´t cut trees – Don´t burn trash 		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>Rehearsing and briefly describing the mini-project orally to whole class.</p> <p>Participating in individual and peer assessment</p> <p>IMP. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners apply emergent</p>			



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language competences in oral and written comprehension and oral and written production for describing and expressing how to care for animals and plants.			

THIRD GRADE (Pedagogical mediation- pages 58-183 New English Curriculum)

SCENARIO: Our Family “to Do” List

THEMES:

- Family Chores

El presente documento constituye una guía flexible para que el docente oriente los procesos de mediación pedagógica.

“Encendamos juntos la luz”

- Things I Like to Do to Help my Family
- Can you help me?
- Where is the Broom?
- Family Celebrations!

Enduring understanding: I can do chores around my house and help me and my family be happier.

Essential Question: How do you help your family every day?

LANGUAGE FUNCTIONS

- Naming household items.
- Expressing likes and dislikes in regard to household chores.
- Making simple requests.
- Asking and answering questions about location of house items.

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
LISTENING	<p>GRAMMAR AND SENTENCE FRAMES</p> <p><u>Common nouns</u></p> <ul style="list-style-type: none"> – This is a <u>mop</u>. – This is a <u>broom</u>. <p><u>Singular personal subjective pronouns</u></p> <ul style="list-style-type: none"> – <u>She</u> cleans. – <u>He</u> makes the bed. – <u>I</u> set the table. 	<p>Discourse markers</p> <p>and, but, because</p> <ul style="list-style-type: none"> – My mom cooks <u>and</u> cleans. – I like to sweep <u>but</u> I don't like to mop. – I love you to pieces, <u>because</u> you are my Mon. 	<p>Psycho-social</p> <ul style="list-style-type: none"> – Showing gratitude, appreciation and respect towards own and others' family members. – Learning how to handle emotions and emergencies in the family.

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>Interrogative sentences</u> <u>beginning with "What.";</u> <u>"Where"; "Who"</u></p> <ul style="list-style-type: none"> – <u>What</u> is this? – <u>Where</u> is the broom? – <u>Who</u> mops the floor? <p><u>Simple Present Tense</u> <u>(Regular verbs)</u></p> <ul style="list-style-type: none"> – My mom <u>cooks</u> dinner. – I <u>like</u> to sweep the floor. – I <u>don't</u> like to mop. 		<ul style="list-style-type: none"> – Promoting equality for both genders and cooperation within group activities. <p>Sociocultural</p> <ul style="list-style-type: none"> – Recognizing nonverbal and body language for an effective communication. – Promoting using social phrases and good manners when asking

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>Frequency adverbs:</u></p> <ul style="list-style-type: none"> – My mom <u>always</u> cooks dinner. – My dad <u>sometimes</u> sweeps the floor. – My brother <u>never</u> mops the floor. <p><u>Time expressions</u></p> <ul style="list-style-type: none"> – My mom cleans the house <u>every day</u>. 		<p>for something (“Please” “Thank you”).</p> <ul style="list-style-type: none"> – Showing respect for families’ traditions and celebrations. <p><u>Social Language Samples and idioms/phrases</u></p> <ul style="list-style-type: none"> – “To do list” – Run errands – Home sweet home

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – <u>Every Saturday</u>, my dad washes the car. <p><u>Simple sentences with subject/verb/object</u></p> <ul style="list-style-type: none"> – I need a <u>broom</u>. – She sets the <u>table</u>. <p><u>Possessive Pronouns</u></p> <ul style="list-style-type: none"> – <u>My</u> mom cleans the house. – His bedroom is tidy. 		<ul style="list-style-type: none"> – There's no place like home. – I love you to pieces. – It's time to celebrate! – Happy Birthday! – Happy New Year! – Family that plays together stays together.

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – Her books are on her bed. <p><u>verb + coordinating conjunction + verb</u></p> <ul style="list-style-type: none"> – My mom cooks <u>and</u> cleans. – I like to sweep <u>but</u> I don't like to mop. <p><u>Prepositions of time</u></p> <ul style="list-style-type: none"> – <u>On Saturdays</u>, everybody helps around the house. – <u>Modal “can”</u> 		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – <u>Can</u> you pass me a broom? – <u>Can</u> you help me? <p><u>Interrogative sentences beginning with "What."</u>; <u>"Where"</u></p> <ul style="list-style-type: none"> – <u>What</u> does your family do on Christmas? – <u>Where</u> do you go with your family on Sundays? 		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – <u>What</u> time do you have lunch every day? – <p><u>Prepositions of time</u></p> <ul style="list-style-type: none"> – My mom's birthday is <u>on</u> July 12th. – The party is usually <u>at</u> 4:00 p.m. <p><u>Simple present tense</u> <u>(irregular verbs)</u></p>		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – My family <u>goes</u> to church. – My family <u>has</u> lunch together. – We <u>have</u> lunch on Sunday. <p><u>Singular possessive pronoun</u></p> <ul style="list-style-type: none"> – <u>My</u> family celebrates birthdays. – <u>Your</u> family plays together. 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>Phonemic Awareness</u></p> <p><u>Vowel and consonant combination</u></p> <ul style="list-style-type: none">– an: <u>can</u>, <u>man</u>, <u>fan</u>, <u>ran</u>, <u>and</u>, <u>hand</u>,– ad: <u>sad</u>, <u>mad</u>, <u>dad</u>, <u>had</u>,– am: <u>ham</u>, <u>jam</u>, <u>Pam</u>, <u>Sam</u>,– ab: <u>cab</u>, <u>lab</u>, <u>nab</u>, <u>tab</u>, <p><u>Phonemic Awareness</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>Vowel and consonant combination</u></p> <p>ap: <u>cap</u>, <u>gap</u>, <u>map</u>, <u>tap</u>, <u>nap</u></p> <p>ag: <u>baq</u>, <u>naq</u>, <u>taq</u>, <u>wag</u>, <u>raq</u></p> <p>op: <u>hop</u>, <u>mop</u>, <u>pop</u>, <u>stop</u>, <u>top</u></p> <p>og: <u>bog</u>, <u>cog</u>, <u>dog</u>, <u>fog</u>, <u>hog</u>, <u>jog</u>, <u>log</u>,</p> <p>VOCABULARY</p> <p><u>1. Family chores</u></p> <p><u>Family members:</u></p> <ul style="list-style-type: none">– Mother/mom,father/dad, brother		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>Rooms of the house:</u></p> <ul style="list-style-type: none"> – Kitchen, bedroom, <p><u>Family chores/duties</u></p> <ul style="list-style-type: none"> – mop, sweep, wash, dust, iron, cook, wash, tide up <p><u>2. What do you like to do in your house to help your family?</u></p> <p><u>Expressing likes and dislikes</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – I <u>like</u> to wash the dishes, but I <u>do not like</u> to mop the floor. – My father <u>likes</u> to clean the house, but he <u>doesn't like</u> to wash the dishes. <p><u>Frequency adverbs:</u></p> <ul style="list-style-type: none"> – always, sometimes, never <p><u>3. Can you help me?</u></p> <p><u>Making request</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">– Can you ... help me/ pass me? Sure!– I need to ...– Please ... <p><u>4. Where is the broom?</u></p> <p><u>Household items</u></p> <ul style="list-style-type: none">– Broom, washing machine, mop, wastebasket, dish washer, dustpan <p><u>Prepositions:</u></p>		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">– In front of, next to, on. <p><u>Expressions:</u></p> <p>Where is the dustpan? It is next to the garbage collector</p> <p><u>5. Family Celebrations</u></p> <p><u>Expressions:</u></p> <ul style="list-style-type: none">– How do you celebrate your birthday? <p><u>Verbs:</u></p> <ul style="list-style-type: none">– meet with friends– celebrate		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – drink – have a party – receive presents/gifts – have a birthday cake – invite relatives – go to the beach – go out with my family <p><u>Prepositions:</u></p> <ul style="list-style-type: none"> – on, at, in <p><u>Months of the year.</u></p> <p>-January</p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>Days of the week.</u></p> <p>-Monday</p> <p><u>Ordinal/Cardinal numbers</u></p> <p>1 to 31.</p> <p>1st to 31st</p> <p><u>Special family meals</u></p> <ul style="list-style-type: none">– We make tamales.– We eat rice with chicken.– We cook honey pumpkin. <p><u>Special family times</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">– Birthday parties,Christmas dinner, New Year's party.		

SCENARIO: May I Help You?

THEMES:

- A day in my Community
- Where do I Get some Fresh Vegetables?
- Step by step directions



“Encendamos juntos la luz”

- Help! I Need a Pair of Shoes.
- How Much does it Cost?

Enduring understanding: People provide goods and services to meet the needs of my community.

Essential Question: How do people in my community meet their needs?

What does our community look like?

LANGUAGE FUNCTIONS

- Locating buildings, places and people in the community.
- Asking for help to find places in the community
- Giving step-by-step directions to get to a place in the community.
- Buying at the store
- Recognizing and using numbers and prices.

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
LISTENING <p>L.1. understand simple information about a place (for example, what to get and who works there) if the person speaks slowly and clearly.</p> <p>L.2. understand numbers, times and other pieces of short information, if given slowly and clearly.</p> <p>L.3. understand simple questions about key vocabulary words that have</p>	GRAMMAR AND SENTENCE FRAMES <p><u>Singular common nouns</u></p> <ul style="list-style-type: none"> – This is a <u>bakery</u>. – He is a _____ (baker/butcher). – I can buy shoes at the <u>shoe store</u>. <p><u>Simple present tense regular verbs</u></p>	Discourse markers <p>and, but, because</p> <ul style="list-style-type: none"> – This store sells shoes <u>and</u> clothes. – The cake is delicious <u>but</u> the food not. – The chef is cooking <u>because</u> there is a party. 	<u>Psycho-social</u> <ul style="list-style-type: none"> – Expressing appreciation and gratitude towards community helpers – Showing respect to people and to what they do. – Requesting for help politely. – Helping people when they are lost.

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>been modeled, repeated, or labeled.</p> <p>READING</p> <p>R.1. comprehend a text heard or read that is supported by pictures in a heavily patterned book by sequencing pictures to include a clear beginning, middle, and end.</p> <p>R.2. comprehend readings and enjoy texts.</p> <p>R.PA.3. decode English graphemes and phonemes</p>	<ul style="list-style-type: none"> – The mechanic <u>repairs</u> cars. – The butcher <u>sells</u> meat. – The chef <u>cooks</u> food. <p><u>Noun as modifier</u></p> <ul style="list-style-type: none"> – This is a <u>shoe</u> store. – This is a <u>clothing</u> store. – This is a <u>food</u> market. 		<p>Sociocultural</p> <ul style="list-style-type: none"> – Responding to peer/adult initiated greetings and farewells. – Interacting using social phrases, manners and personal space. (“Please” “Thank you” and “Excuse me”.) – Using social cues (body language, tone of voice, facial expression) to

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
using knowledge of blending, word parts, syllabification and phonemic awareness.	<u>Interrogative sentences</u> <u>beginning with "What."; "who"; "Where"</u> <ul style="list-style-type: none"> – <u>Where</u> can I get _____ (toothpaste/pet food)? – <u>Who</u> sells bread? – <u>What</u> does the butcher sell? <u>Imperative verbs</u> <ul style="list-style-type: none"> – Walk this way! – Stop! Go! – Turn right/ Left. 		understand communication.
SPOKEN INTERACTION SI.1. interact in a simple way provided others are prepared to repeat, rephrase, and speak slowly. SI.2. answer simple questions using individual words, expressions, or short sentences.			<u>Social Language Samples and Idioms/ phrases</u> <ul style="list-style-type: none"> – Can I help you? – The store is open 24/7. – I'm just looking, thank you. – <u>A penny saved is a penny earned</u> – Excuse me, sir/madam! – I'm lost!
SPOKEN PRODUCTION			

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SP.1. name goods and services in the community</p> <p>S.P.2. provide basic information about familiar things and ideas.</p> <p>WRITING</p> <p>W.1. copy or print/write words being learned in class and connect them to pictures.</p> <p>W.2. use emerging knowledge of words to write authentic texts.</p>	<p><u>Prepositions of location</u></p> <ul style="list-style-type: none"> – The bank is <u>near</u> the grocery store. – The hospital is <u>behind</u> the police station. – The school is <u>next to</u> the fire station. <p><u>Interrogative sentences beginning with "What"; "Where"</u></p> <ul style="list-style-type: none"> – <u>Where</u> is the hospital/ post office, please? 		<ul style="list-style-type: none"> – Traffic jam – Walk this way – Don't text and drive <p>Everybody buckle up, please</p>



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>ASSESSMENT STRATEGIES</p> <p>Using technically designed instruments for self-assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Recognizes simple information about a place.</p> <p>L.2. Recognizes numbers, times and other pieces of short information, if given slowly and clearly.</p>	<ul style="list-style-type: none">– <u>Where</u> can I find a bank?– Where is he/she going?– <u>What</u> is this? <p><u>Yes/no questions with “be”</u></p> <ul style="list-style-type: none">– <u>Is</u> this the fire station?– <u>Are</u> you going to the restaurant? <p><u>Adjectives (colors) -nouns</u></p> <ul style="list-style-type: none">– The <u>red light</u> means, “stop.”– The <u>yellow light</u> means, “be careful.”		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L.3. Recognizes key vocabulary words by answering questions.</p> <p>R.1. Identifies previously encountered high-frequency words.</p> <p>R.2. Shows understanding and enjoyment of text heard or read sequencing pictures.</p> <p>R.PA.3. Uses inventive spelling to write familiar words.</p>	<ul style="list-style-type: none"> – The <u>green light</u> means “go” <p><u>Adverbs</u></p> <ul style="list-style-type: none"> – <u>First</u>, turn right. – <u>Then</u>, walk straight ahead. – <u>Next</u>, turn left. <p><u>Modals can/could</u></p> <ul style="list-style-type: none"> – <u>Can/could</u> you help me? <p><u>Simple sentences with</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.PA.3.1. Blends spoken phonemes to form two-letter words.</p> <p>R.PA.3.2. Reads English graphemes with the ending (tion, -sion) and the phonemes /t/ /s/ using knowledge of phonemic awareness.</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the</p>	<p><u>subject/verb/object</u></p> <ul style="list-style-type: none"> – I need a pair of shoes. – She needs a dress. – They buy books <p><u>Modal: can</u></p> <ul style="list-style-type: none"> – <u>Can</u> I help you? – <u>Can</u> I have a pair of shoes, please – <u>Can</u> I get a coffee? <p><u>Uncountable nouns</u></p> <ul style="list-style-type: none"> – <u>How much</u> is it? 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
teacher collects information about how the learner: SI.1. Interacts in a simple way. SI.2. Answers simple questions using individual words, expressions, or short sentences. SP.1. Names goods and services in the community with clear pronunciation. SP.2. Provides basic information about community	<ul style="list-style-type: none">– <u>How much</u> rice do you want?– <u>How much</u> money do you have? <p><u>Subject- verb- object</u></p> <ul style="list-style-type: none">– The store has 10 pairs of shoes.– The store has 30 blouses. <p><u>Phonemic Awareness</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>and community helpers using visuals.</p> <p>W.1.Copies or prints/writes words.</p> <p>W.2.Uses emerging knowledge of words to write authentic texts.</p> <p>Integrated Mini-Project</p> <ul style="list-style-type: none"> – Planning, creating a collaborative community map with community helpers to describe the 	<p>– ob: <u>job</u>, <u>rob</u>, <u>mob</u></p> <p>– ip: <u>dip</u>, <u>hip</u>, <u>rip</u>, <u>tip</u></p> <p>– ig: <u>big</u>, <u>pig</u>, <u>fig</u>, <u>dig</u></p> <p>– in: <u>pin</u>, <u>bin</u>, <u>tin</u>, <u>win</u>, <u>fin</u></p> <p>Common prefixes, suffixes and roots including the endings -tion, -sion.</p> <p>Minimal pair sounds: ɔ: / ɔ: /</p> <ul style="list-style-type: none"> – work / walk – bird / bored – fur / for – shirt / short 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>community to whole class or small groups.</p> <ul style="list-style-type: none"> – Rehearsing and briefly describing community to whole class. – Participating in individual and peer-assessment. – <p>IMP. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher</p>	<p>– sir / saw</p> <p>VOCABULARY</p> <p><u>Vocabulary</u></p> <p>1. <u>A Day in my Community</u></p> <p><u>Community helpers:</u></p> <ul style="list-style-type: none"> – Baker, butcher, salesman/woman, cashier, hair dresser, mechanic, chef, farmer, waiter, waitress 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>collects information about how learners, apply language competences in oral and written comprehension and oral and written production to describe community helpers, goods and services and ask for and give information to get around the community using key vocabulary and sentence frames.</p>	<p><u>Community services:</u></p> <ul style="list-style-type: none"> – Bank, school, church – post office, restaurant, – bakery, drugstore, – grocery store, butchery – hardware store – Shoe store, clothing store, and bookstore <p>2. <u>Where do I get some fresh vegetables?</u></p>		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<u>Food</u> <ul style="list-style-type: none"> – fruits, vegetables, – meat, bread, cakes <u>Nouns</u> <ul style="list-style-type: none"> – household items, – shoes, clothes, glasses, – books, medicines, – newspaper, magazines, pet food, cashier, customer. <u>3. Step-by step Directions</u> <u>Directions</u>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – on your left/ right, next to, next to, across from, between , go straight ahead, behind, go up/down, walk, turn right / left <p><u>Walk this way</u></p> <ul style="list-style-type: none"> – Traffic signs, traffic light, stop sign, go sidewalk, street, intersection, bridge, corner, block, stop, crosswalk, be careful 		



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“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>4. Help! I Need a Pair of Shoes!</u></p> <p><u>Offering help</u></p> <ul style="list-style-type: none">– Can I help you?– How can I help you? <p><u>Asking for something</u></p> <ul style="list-style-type: none">– (Hello) Can I have ... please?		

El presente documento constituye una guía flexible para que el docente oriente los procesos de mediación pedagógica.

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<u>Expressions:</u> <ul style="list-style-type: none"> – Hello, hi, excuse me, thank you, you're welcome, sir/madam <u>5.How much does it cost?</u> <u>Ordinal Numbers</u> <ul style="list-style-type: none"> – 1-100. – How much is this? <u>Prices</u>		



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“Encendamos juntos la luz”

SCENARIO: Welcome to Costa Rica!

THEMES:

- Costa Rica: a Diverse Country
- Fun places and spaces
- Where Can I Go?
- How will I Get There?
- Exploring Costa Rica: no Better Place to Be

Enduring understanding: The majority of Ticos will be more than happy to offer everyone an unforgettable welcome to this country.

Essential Question: What does it mean to welcome someone?

LANGUAGE FUNCTIONS

- Talking about the diversity of Costa Rica.
- Telling preferences about outdoor or indoor activities
- Asking and responding about attractions in Costa Rica
- Getting to know the possible ways to get to tourist destinations

El presente documento constituye una guía flexible para que el docente oriente los procesos de mediación pedagógica.

- Asking to find out what things they enjoy

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
LISTENING L.1. understand most of a short story when it is read slowly and clearly, and is accompanied by pictures or drawings. L.2. respond to questions about key vocabulary words that have been modeled, repeated, or labeled.	GRAMMAR AND SENTENCE FRAMES <u>Simple present (irregular verbs)</u> <ul style="list-style-type: none"> – Costa Rica <u>has</u> <u>beautiful volcanoes</u>, <u>beaches</u>, and <u>mountains</u>. 	<u>Discourse Markers</u> And, but, because <ul style="list-style-type: none"> – My favorite outdoor activities are camping and swimming. – I like to play tennis <u>but</u> I do not like hiking. 	<u>Psycho-social</u> <ul style="list-style-type: none"> – Showing respect to foreigners or people from a different cultural background. – Demonstrating affection and empathy toward peers

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L.3. understand numbers, times and other pieces of short information, if given slowly and clearly.</p> <p>READING</p> <p>R.1. read simple, short texts, word by word and pick out the main information.</p> <p>R.2. decode English graphemes and phonemes</p>	<ul style="list-style-type: none"> – Borucas make beautiful masks and paintings. – Beaches always <u>have</u> restaurants and kayaking. – <p><u>There is/there are</u></p> <ul style="list-style-type: none"> – In San José, <u>there are</u> a lot of museums. – <u>There are relaxing</u> beaches in Limón. 	<ul style="list-style-type: none"> – I don't like hiking <u>because</u> walking is difficult for me. <p>And, but, because</p> <ul style="list-style-type: none"> – Beaches in Costa Rica always have hotels <u>and</u> restaurants. – There is an excellent view of the volcano <u>but</u> there is not a restaurant. 	<p>Sociocultural</p> <ul style="list-style-type: none"> – Welcoming people to Costa Rica in a friendly way. – Meeting new people is a pleasure for the Ticos <p>Social Language Samples and idioms/phrases</p> <ul style="list-style-type: none"> – More fun than a barrel of monkeys

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>using knowledge of word parts, syllabification and phonemic awareness.</p> <p>SPOKEN INTERACTION</p> <p>SI.1. meet and take leave of people using appropriate expressions.</p> <p>SI.2. interact in a simple way, provided others are prepared to repeat, rephrase, and speak slowly.</p> <p>SI.3. provide one word answers to basic questions.</p>	<ul style="list-style-type: none"> – <u>There is</u> a cabecar community in Buenos Aires de Puntarenas. <p><u>Modal can for offering advice</u></p> <ul style="list-style-type: none"> – In San José, you can find <u>museums</u>, <u>zoos</u>, and <u>theaters</u>. – In Costa Rica, you can practice <u>surfing</u>, <u>hiking</u>, and <u>kayaking</u>. 	<p>The river is not for swimming because it is dirty.</p>	<ul style="list-style-type: none"> – They're neck and neck now. – Give it your best shot. – Showing off my country – No better place to be – We have lots of option for travel in Costa Rica – Hit the road. – Travel light. – Bright and early.

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SPOKEN PRODUCTION</p> <p>SP.1. provide basic information about familiar things and ideas.</p> <p>WRITING</p> <p>W.1. print/write simple descriptions of everyday objects (e.g., a brief description of their country and its touristic attractions).</p>	<p><u>Present progressive</u></p> <ul style="list-style-type: none"> – We <u>are going</u> there by car. – She <u>is going</u> there by bus. – I <u>am swimming</u>. <p><u>like + noun / ing form</u></p> <ul style="list-style-type: none"> – I <u>like tennis</u> – I <u>like playing tennis</u> <p><u>love + noun / -ing form</u></p> <ul style="list-style-type: none"> – He <u>loves football</u> 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.2. copy or print/write words being learned in class and connect them to pictures.</p> <p>ASSESSMENT STRATEGIES</p> <p>Using technically designed instruments for self and co assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Recognizes most of a short story when it is read slowly and clearly.</p>	<p>– He <u>loves watching football</u></p> <p><u>enjoy + noun / -ing form</u></p> <p>– I <u>enjoy sports</u></p> <p>– I <u>enjoy playing sports</u></p> <p><u>-ing Adjectives</u></p> <p>– I like swimming because it's <u>relaxing</u>.</p> <p>– Swimming is <u>exciting</u>.</p> <p>– Surfing the net is <u>interesting</u>.</p>		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L.2. Identifies specific information to answer questions about key vocabulary words.</p> <p>L.3. Identifies numbers and times in short oral exchanges.</p> <p>R.1. Reads simple, short texts, word by word and picks out the main information.</p> <p>R.2. Blends phonemes and letters in spoken/ written words to read words.</p>	<p>Adverbs</p> <ul style="list-style-type: none"> – <u>First</u>, shuffle the cards. – <u>Then</u>, deal the cards – <u>Next</u>, throw the dice <p>Coordinating conjunction</p> <ul style="list-style-type: none"> – I hate running, <u>but</u> I really like playing baseball. – I like dancing, <u>but</u> I love listening to music. 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>SI.1. Meets and takes leave of people using appropriate expressions.</p> <p>SI.2. Interacts in a simple way.</p> <p>SP.2. Provides one word answers to basic questions.</p>	<p><u>Adjectives for describing places</u></p> <ul style="list-style-type: none"> – Monteverde is a <u>fascinating</u> place to visit. – Arenal Volcano is <u>famous</u>. – Manuel Antonio beach is very <u>exciting</u> and <u>crowded</u> for tourists. <p><u>Wh- questions</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SP.1. Provides basic information about familiar things and ideas.</p> <p>W.1. Prints/writes simple descriptions of everyday objects</p> <p>W.2. Copies or prints/writes words.</p> <p>Integrated Mini-Project</p> <ul style="list-style-type: none"> • Planning, rehearsing and describing collaboratively an 	<p>– <u>What</u> can I do there/ for you/?</p> <p>– <u>Where</u> would you like to go?</p> <p>– <u>How</u> do you get there?</p> <p><u>Prepositions</u></p> <p>– I go <u>by</u> plane</p> <p>– I go <u>on</u> foot.</p> <p><u>Phonemic Awareness</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>interesting town or city in your country that tourists might enjoy, including place, transportation, location, attraction and facilities.</p> <ul style="list-style-type: none"> Planning collaboratively an oral exposition, rehearsing it and performing it to whole class. 	<ul style="list-style-type: none"> – en: <u>ten</u>, <u>pen</u>, <u>men</u>, <u>den</u>, – ed: <u>bed</u>, <u>red</u>, <u>wed</u>,<u>led</u>, – ell: <u>tell</u>, <u>bell</u>, <u>sell</u>, <u>well</u>, – all: <u>call</u>, <u>tall</u>, <u>wall</u>, <u>fall</u>, <p>Practicing minimal pair sounds: æ / ʌ</p> <ul style="list-style-type: none"> – cat / cut – ankle / uncle – ran / run – drank / drunk 		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>IMP. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners apply language competences in oral and written comprehension and oral and written production for describing tourist attractions in Costa Rica. Asking for and giving information using key</p>	<p>– match / much</p> <p>Practicing vowel consonant combinations to form several words: /m/, /s/, /a/, /t/, /n/, /p/</p> <p><u>Phonemic Awareness</u></p> <p>– un: bun, fun, nun, sun</p> <p>– ut: but, cut, hut, nut</p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
vocabulary and sentence frames.	<ul style="list-style-type: none"> – et: <u>get</u>, <u>jet</u>, <u>let</u>, <u>met</u>, <u>net</u>, <u>pet</u>, <u>set</u>, <u>vet</u>, <u>wet</u> – eg: leg, beg, peg, Meg, egg <p>VOCABULARY</p> <p><u>1.Costa Rica: a diverse country</u> What can you say about Costa Rican people?</p> <p><u>Cultural diversity</u></p>		



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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>Indigenous peoples:</u> bribris, cabecares, ngÖbes, bugles, T terrabas, chorotegas, huetares, malekus, borucas</p> <p><u>Afrodescendents</u></p> <p><u>Multinational diversity</u></p> <p>Nicaraguan, Canadian, Chinese</p>		

El presente documento constituye una guía flexible para que el docente oriente los procesos de mediación pedagógica.



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>Adjectives:</u></p> <ul style="list-style-type: none">– Beautiful, different, exciting, interesting, colorful <p><u>3.Fun Places and Spaces</u></p> <p><u>Outdoor activities</u></p> <ul style="list-style-type: none">– Volleyball, basketball, baseball, hiking, running, swimming, horse riding, fishing, go to amusement park <p><u>Indoor activities</u></p>		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">– Listen to music, dancing, watching movies, playing video games, surfing the internet– Soccer field, basketball court, ring, track, pool, table, stadium, baseball diamond <p><u>3. Where can I go?</u></p> <p><u>Natural sites</u></p>		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – Mountains, rivers, lakes, national parks, beaches <p><u>Entertainment:</u></p> <ul style="list-style-type: none"> – Theater, concert hall, shopping center, museums, zoos, sport center, stadium, nightclub <p><u>4.How will I get there?</u></p>		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>Means of transportation</u> Plane, car, ship, bicycle, bike, bus, horse, foot, ferry</p> <p>Action verbs: Ride, go, take, run</p> <p><u>5.Exploring Costa Rica: no better place to be</u></p> <p>Sport activities</p> <ul style="list-style-type: none">– Swimming, climbing, sailing, snorkeling,		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>caving, canoeing, surfing</p> <p>Events:</p> <ul style="list-style-type: none">– Music festivals, arts festivals, religious festivals, carnivals, parades		



SCOPE AND SEQUENCE II CICLO

FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
<p>Scenario: Weather Wise</p> <p>Themes:</p> <ul style="list-style-type: none">• Weather and Seasons• Sunshine and Rainbows – my Feelings• What to Wear?• “Walking in the Rain”- Indoor and Outdoor Activities• Planning vacations, Different Places, Different People <p>Scenario: Natural treasures</p> <p>Themes:</p> <ul style="list-style-type: none">• A trip to a National Park	<p>Scenario: Go Green</p> <p>Themes:</p> <ul style="list-style-type: none">• Our Environment: Making the Connection• Actions that Harm the Environment• Protecting my Planet• Healthy Lifestyles• Uhm! I'm Hungry! What did you Cook? <p>Scenario: Pura Vida in many ways</p> <p>Themes:</p> <ul style="list-style-type: none">• What's Going on in Town?	<p>Scenario: Costa Rican Heroes</p> <p>Themes:</p> <ul style="list-style-type: none">• National Heroes and Famous People• Super Heroes World Famous People• My Hero is the Best• Tell me a story• Acting it out <p>Scenario: Environmentally Speaking</p> <p>Themes:</p> <ul style="list-style-type: none">• Why Is Litter Bad?• What Can I Do about Litter?• The Rainforest: a Treasure

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- Places , People and Wildlife at the Park
- At the Farm
- Let's Go to the Farmers' Market
- Let's Make a Meal

Scenario: What a Disaster!

Themes:

- Getting Ready for a Natural Disaster
- Was That an Earthquake?
- Calling 911
- I am not feeling well
- Doctor!: Injections, Pills, and Creams... Oh, my

- Costa Rica: “No Artificial Ingredientes”
- In & Out Costa Rica
- Do you have plans for the Weekend?
- How Was your Weekend?

Scenario: Connecting Electronically

- Themes:
- Using Electronic Devices
 - At the Electronic Devices Store
 - What is Better a Tablet or a Computer?
 - Operating and Taking Care of Electronic Devices

- Are We Saying “Goodbye” to the Rainforest?
- Ways to Rescue it

Scenario: Staying Safe in a Digital World

Themes:

- The Latest School Gadgets on the Market
- Let's Make a Project using Technology
- Future me!
- Let's plan a party!
- Sending invitations



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“Encendamos juntos la luz”

II CICLO. FOURTH GRADE. Mediación Pedagógica en las Pags 58-64. 93-100 del Programa de estudios de Segundo Ciclos

SCENARIO: Weather Wise

THEMES:

- Weather and Seasons
- Sunshine and Rainbows – my Feelings
- What to Wear?
- “Walking in the Rain”- Indoor and Outdoor Activities
- Planning vacations, Different Places, Different People

Enduring understanding: Depending on the weather, we can decide what we would like to wear, the kind of activities we would like to perform, places we can visit and the way we feel.

Essential Question: How does weather affect the way we live?

LANGUAGE FUNCTIONS

- Describing things (weather conditions, seasons)
- Expressing past events and activities according to weather, feelings and clothing

El presente documento constituye una guía flexible para que el docente oriente los procesos de mediación pedagógica.

“Encendamos juntos la luz”

- Describing activities and clothing during varying weather conditions and seasons
- Expressing likes and dislikes
- Expressing future plans

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
LISTENING L.1. understand isolated, familiar words and phrases when listening to clear, slow, and basic texts.	GRAMMAR AND SENTENCE FRAMES <u>Simple present using (S-V-C) pattern.</u> <ul style="list-style-type: none"> – My sister ____ (likes) ____ (winter). – I feel ____ (happy) when it ____ (rains). 	<u>Discourse Markers</u> Linkers: Sequential - past tense First, then, after that, finally	<u>Psycho-social</u> <ul style="list-style-type: none"> – Showing respect for others' preferences. – Developing skills to work cooperatively.

El presente documento constituye una guía flexible para que el docente oriente los procesos de mediación pedagógica.

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L.2. understand phrases and high frequency vocabulary that is familiar.</p> <p>L.3. understand the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated.</p>	<p>– It is sunny and dry in _____ (January).</p> <p><u>Wh /information questions in present tense</u></p> <ul style="list-style-type: none"> – What's the weather like in Costa Rica/ England? – What's your favorite season? – What do you wear in the summer? 	<p>– <u>First</u>, the weather in Costa Rica is beautiful.</p> <p>– <u>Then</u>, the people are nice.</p> <p>– <u>After that</u>, the food is delicious.</p> <p><u>Finally</u>, the places I visited were wonderful</p>	<p>– Using technology to communicate ideas effectively</p> <p>– Showing creativity for selecting a vacation place.</p> <p>Sociocultural</p> <ul style="list-style-type: none"> – Identifying cultural and regional differences in terms of weather and behavior at local, national and global
READING			

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.1. understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.</p> <p>R.2. follow a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps.</p>	<u>Simple past -ed, past tense regular and irregular verbs</u> <ul style="list-style-type: none"> – It _____ (rained) yesterday. – Yesterday, it _____ (was) rainy. – Last week, it _____ (was) sunny, so I _____ (played soccer outside). 	–	<p>level.</p> <ul style="list-style-type: none"> – Using different ways of sharing personal experiences and concerns. <p>Social Language Samples and idioms/phrases</p> <p>Expressions</p> <ul style="list-style-type: none"> – Let's get dressed

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.3. understand most of what occurs in a well-structured short story and can identify the story's main characters.</p> <p>R.PA.4. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>R.PA.5. identify the sounds /ɔ:/ // /æ// /ʌ/</p>	<p><u>Verb tenses (past tense / present progressive and past progressive / past tense)</u></p> <ul style="list-style-type: none"> – Yesterday, _____ (was) a sunny day. He _____ (was wearing) blue jeans and a t-shirt. – Yesterday, it was raining, so we _____ (wore) boots. 		<ul style="list-style-type: none"> – Put on your _____ – Quick, get ready! – “I can't wait ... “ – “What do you want to do?” – “This is the best yet.” <p><u>Idioms</u></p> <ul style="list-style-type: none"> – It's raining cats and dogs. (It's raining heavily.)

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SPOKEN INTERACTION</p> <p>SI.1. provide basic information about familiar things and ideas.</p> <p>SI.2. provide one-word answers to basic questions.</p> <p>SI.3. ask for clarification of unknown words and expressions</p> <p>SI.4. ask others about their likes and dislikes (e.g. discuss favorite foods of Costa Rican vacation destinations).</p>	<ul style="list-style-type: none"> – Yesterday, it was snowing, I went skiing. <p><u>Information questions with present continuous</u></p> <ul style="list-style-type: none"> – What are you wearing today? <p><u>Information questions with past tense</u></p> <ul style="list-style-type: none"> – How was the weather yesterday? 		<ul style="list-style-type: none"> – I am on cloud nine. (A person is extremely happy.) – Dressed to kill. (Dressed in fancy, stylish clothing.) – Have a safe trip

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SPOKEN PRODUCTION</p> <p>SP.1. talk about a familiar topic in a short presentation, prepared in advance.</p> <p>SP.2. describe basic aspects of an event.</p> <p>WRITING</p> <p>W.1. label charts, diagrams, and maps.</p> <p>W.2. write, with the help of illustrations, an explanation of where they will go how to get there, and what they will do.</p>	<ul style="list-style-type: none"> – What were you wearing yesterday? – Why did you wear a jacket yesterday? <p><u>Comparative and superlative forms. (i.e., quantity/size/shape/ color) with adjectives and nouns.</u></p> <ul style="list-style-type: none"> – Today is _____ (colder) than yesterday. 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.3. apply conventions of standard English.</p> <p>ASSESSMENT STRATEGIES</p> <p>Using technically elaborated instruments for self-assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Recognizes isolated, familiar words and phrases when listening to clear, slow, and basic texts.</p>	<p>– This shirt is _____ (larger) than that one.</p> <p>– This is _____ (the hottest) day of the year.</p> <p><u>Describing places</u></p> <p>– My _____ (hotel) has _____ (a swimming pool).</p> <p>– _____ (Guanacaste) is _____ (hot) and _____ (dry).</p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L.2. Recognizes familiar phrases and high frequency vocabulary in graphic organizers or word banks.</p> <p>L.1. Recognizes the main points in short, simple stories and reports.</p> <p>R.1. Recognizes much of what is written in short, simple texts.</p> <p>R.2. Follows a set of clear-cut instructions.</p>	<p><u>Prepositions of places</u></p> <ul style="list-style-type: none"> – At, in, on...) – The hotel restaurant is____ (on) the second floor. – We are leaving____ (on) December the 24th. – She is____ (in) her room now. <p><u>Simple future</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.3. Recognizes most of what occurs in a well-structured short story and main characters.</p> <p>R.PA.4. Reads words by decoding English graphemes and phonemes.</p> <p>R.PA.5. identifies English sounds /ə:/ // ɔ:/ æ/ /ʌ/ and decodes words.</p>	<ul style="list-style-type: none">– I will bring my _____ (sunglasses).– We will go to the (beach) _____,– We will swim in the (river) _____. <p><u>Present Progressive:</u></p> <ul style="list-style-type: none">– I'm going to _____ <p><u>Wh- questions</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>SI.1. Provides basic information about familiar things and ideas during different types of exchanges.</p> <p>SI.2. Provides one word answers to basic questions</p>	<p>– Where will you go on vacation this summer?</p> <p>– When are you going?</p> <p>– What will you bring to _____?</p> <p><u>Yes/no questions present simple</u></p> <p>– Do you have a double/single room for tonight?</p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>during a dialogue, exchange, interview or survey.</p> <p>SI.3. Asks for clarification of unknown words and expressions during dialogues and conversations.</p> <p>S.I.4. Asks others about their likes and dislikes.</p> <p>SP.1. Talks about a familiar topic in a short presentation.</p> <p>SP.2. Describes basic aspects of an event in an oral presentation.</p>	<ul style="list-style-type: none"> – Do you accept credit cards? – Does the hotel have a swimming pool? <p><u>Phonemic Awareness</u></p> <p>Segmenting sentences into words (e.g., cutting up sentence strips)</p> <ul style="list-style-type: none"> – I /feel/ happy. 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W1. Labels charts, diagrams, and maps.</p> <p>W.2. Writes a short text related to personal vacation plan.</p> <p>W.3. Applies conventions of standard English when writing sentences and paragraphs.</p> <p>INTEGRATED.-MINI PROJECT</p> <ul style="list-style-type: none">– Planning collaboratively a lap-book which includes the themes studied	<ul style="list-style-type: none">– I / am/ wearing/ a/ jacket.– I /like/ winter. <p>Blending spoken simple onsets and rimes to form real words (onset /c/ and rime /æt/) /- 3r/.</p> <p>Examples:</p> <ul style="list-style-type: none">– Hot, got, not, pot– hat, cat, at, bat.		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
(weather, activities, moods, clothing and vacation plans) by looking for templates on Internet or examples provided by the teacher or learners or planning and deciding on how to create a vacation tour including clothing and weather. Brainstorming ideas. – Planning the project collaboratively.	<ul style="list-style-type: none"> – hotter, colder, happier <p>VOCABULARY <u>Vocabulary</u></p> <p><u>1. Weather and Seasons</u></p> <p><u>Weather conditions:</u></p> <ul style="list-style-type: none"> – Sunny, Rainy – Cloudy, Windy – Snowy... 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>Rehearsing and reporting.</p> <p>– Evaluating the accomplishment of the task individually and in groups.</p> <p>IMP. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners apply language</p>	<p><u>Seasons of the year:</u></p> <ul style="list-style-type: none">– Summer– Winter– Autumn, fall <p><u>Months of the year:</u></p> <p><u>Countries:</u></p> <ul style="list-style-type: none">– England, Mexico– United States, <p><u>2. Sunshine and Rainbows – My Feelings</u></p>		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
competences in oral and written comprehension and oral and written production for describing weather conditions, clothing, feelings and vacation plans using key vocabulary and sentence frames.	<u>Feelings:</u> <ul style="list-style-type: none"> – Happy – Excited – sad <u>Verbs forms:</u> <ul style="list-style-type: none"> – Feel, Wear, – Play, Go, visit <u>3.What to Wear?</u> <u>Objects:</u>		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">– Umbrella– Sunglasses– Sandals, boots <p><u>Clothes:</u></p> <ul style="list-style-type: none">– Raincoat, Sweater– T-shirt, Pants– Shorts, Dress– Skirt <p><u>4. “Walking in the Rain”-</u> <u>Indoor and Outdoor Activities</u></p>		



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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>Outdoor Activities</u></p> <ul style="list-style-type: none">– Fishing, Running– kayaking– playing soccer– Skateboarding <p><u>Indoor Activities:</u></p> <ul style="list-style-type: none">– playing cards– playing board– games playing video games		



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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>5. Planning Vacations:</u> <u>Different people, different places</u></p> <p><u>Places to go</u></p> <ul style="list-style-type: none">– Going to visit my grandparents– Going to the beach– Going to a beach hotel– Going to the river <p><u>Descriptive words</u></p> <ul style="list-style-type: none">– Happy, Excited		

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“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">– Hot, Cold <p><u>People to meet</u></p> <ul style="list-style-type: none">– Uncle-aunt– Grandparents <p><u>Transportation</u></p> <ul style="list-style-type: none">– Bus, car... <p><u>Planning vacations</u></p> <p><u>Making a hotel reservation</u></p> <ul style="list-style-type: none">– Book a room– I need a single or double room– How much is it?		



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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">– I need some personal information <p><u>Packing:</u></p> <ul style="list-style-type: none">– T-shirt, shorts– Suitcase,– backpack <p><u>Daily routines:</u></p> <ul style="list-style-type: none">– sleep (late)– wake up (early)– eat breakfast/ lunch/ dinner		

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SCENARIO: Natural Treasures

THEMES:

- A trip to a National Park
- Places , People and Wildlife at the Park
- At the Farm
- Let's Go to the Farmers' Market
- Let's Make a Meal

Enduring understanding: National parks provide homes and food to animals and jobs, education and entertainment for people, farming is also necessary to secure human feeding.

Essential Question: Why do national parks and farming matter to us?

LANGUAGE FUNCTIONS

- Describing people, places, and things
- Asking for and giving information about places and things
- Describing past experiences
- Describing farm activities, habits and routines

“Encendamos juntos la luz”

- Giving and following directions

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
LISTENING L.1. understand short and clear, explanations when delivered slowly (e.g. The description of a national park). L.2. understand the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and	GRAMMAR AND SENTENCE FRAMES <u>Simple present using (S-V-C) pattern</u> <ul style="list-style-type: none"> – A monkey has a long tail. – The beach is beautiful. – The mountain is steep. 	<u>Discourse markers</u> Linkers: Sequential - past tense First, then, after that, finally –	<u>Psycho-social</u> <ul style="list-style-type: none"> – Taking personal and social responsibility to care for nature. – Taking pride in natural treasures in our country.

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>possibly repeated and accompanied with drawings and/or diagrams.</p> <p>L.3. understand the main points in simple, clear, and short audio announcements and messages.</p> <p>READING</p> <p>R.1. understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.</p>	<p><u>Simple present tense</u></p> <ul style="list-style-type: none"> – Monkeys eat bananas. – They climb trees. – Birds eat fruit. <p><u>There is/are with conjunctions and/or.</u></p> <ul style="list-style-type: none"> – In Manuel Antonio, there are monkeys, sloths and birds. – There are mountains and streams. 		<ul style="list-style-type: none"> – Working cooperatively with others. <p>Sociocultural</p> <ul style="list-style-type: none"> – Using the right choice of greetings & address forms (e.g. “High fives” and “fist bumps”) – Following conventions for turn taking

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.2. comprehend readings and enjoy texts.</p> <p>R.3. follow a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps.</p> <p>R.PA.4. distinguish short vowel sounds in medial positions of words.</p> <p>R.PA.5. decode English graphemes and phonemes</p>	<ul style="list-style-type: none"> – In Santa Rosa National Park, you can visit the historical museum or the walk on the trails. <p><u>Modal - should</u></p> <ul style="list-style-type: none"> – People should follow the rules of the park. – Visitors' shouldn't throw garbage on the paths. – We shouldn't feed animals there. 		<ul style="list-style-type: none"> – Using the right choice of interjections (e.g. Oh! Wow! Beautiful!) – Cultural differences in terms of habits and routines between urban and rural settings – Polite forms to greet, say good-bye and address people in

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>using knowledge of phonemic awareness.</p> <p>SPOKEN INTERACTION</p> <p>SI.1. ask straightforward questions in familiar situations and understand the responses.</p> <p>SI.2 exchange information about everyday matters using simple vocabulary (e.g., favorite pets, favorite food, recipe).</p>	<p><u>Simple past tense regular and irregular</u></p> <ul style="list-style-type: none"> – I went to Rincón de la Vieja in July. – I hiked to a waterfall. – I swam in the hot spring. <p><u>Wh /information questions</u></p> <ul style="list-style-type: none"> – What is Tortuguero like? 		<p>different settings/ farm/ friends/farmer's market, restaurant</p> <p><u>Social language Samples and idioms/phrases</u></p> <ul style="list-style-type: none"> – Proverbs/idioms: – “A breath of fresh air...” (something new or different makes the experience more exciting)

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SPOKEN PRODUCTION</p> <p>SP.1. describe basic aspects of their day-to-day life, such as favorite foods and daily activities.</p> <p>SP.2. talk briefly about familiar topics, such as food growing and harvesting.</p> <p>SP.3. present with a group, a topic sentence and two to three details.</p> <p>WRITING</p>	<ul style="list-style-type: none"> – What can you do at Rincón de la Vieja National Park? – How can we preserve/protect our parks? <p><u>Wh- questions in past tense</u></p> <ul style="list-style-type: none"> – Which National Park did you visit last weekend? 		<ul style="list-style-type: none"> – “When it rains, it pours.” (When something good or bad occurs, it usually occurs more than once.) – “Have the time of my life” (to enjoy an experience very much) – The early bird catches the worm. (If you get up to

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.1. engage in the writing process: pre-drafting, drafting.</p> <p>W.2. use simple sentences and expressions to describe such things as their surroundings, their daily activities, and the people around them.</p> <p>W.3. compose short sentences and notes for describing activities at the farm and food preferences.</p>	<ul style="list-style-type: none"> – What did you do at Tortuguero? – What did you see? <p><u>Yes/No questions in simple past</u></p> <ul style="list-style-type: none"> – Did you swim there? Did you see any animals? – Did you like it? <p><u>Personal pronouns</u> (i.e., I, you, he, she, it) and <u>adverbs</u></p>		<p>work early, you will succeed.)</p> <ul style="list-style-type: none"> – <u>Green thumbs</u> (Good at gardening) My dad was born with green thumbs. He's great with plants. – To be starving(to be very hungry)

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
ASSESSMENT STRATEGIES Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner: L.1. Recognizes short and clear, explanations when delivered slowly.	<u>of frequency</u> (every day/week/Saturday, always, sometimes) to complete a given sentence. <ul style="list-style-type: none"> – I get up early every morning. – He/she milks the cow every day. – They feed the pigs and chickens every morning. 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L.2. Recognizes the main points in short, simple stories and reports.</p> <p>L.3. Recognizes the main points in simple, clear, and short audio announcements and messages.</p> <p>R.1. Recognizes much of what is written in short, simple text.</p> <p>R.2. Comprehends a reading by analyzing it and enjoy texts.</p>	<p><u>Present continuous</u> with <u>adjectives modifying nouns</u> (quantity, size, shape, color)</p> <ul style="list-style-type: none"> – My mother <u>is watering</u> the <u>ornamental plants</u>. – They <u>are planting new</u> <u>lemon trees</u>. <p><u>Present simple</u> in sentences with <u>adjectives modifying nouns</u> (quantity, size, shape, color)</p>		



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“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.3. Follows a set of clear-cut instructions.</p> <p>R.PA.4. Distinguishes short vowel sounds in medial positions of words.</p> <p>R.PA.5. Reads words and sentences blending English graphemes and phonemes.</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the</p>	<ul style="list-style-type: none">– I want <u>three big oranges.</u>– I need <u>three big carrots.</u>– I want <u>three cheeseburgers</u> and a <u>small size order</u> of French fries. <u>Articles with Count and noncount nouns</u><ul style="list-style-type: none">– An apple/ apples– A horse/ horses		

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>teacher collects information about how the learner:</p> <p>SI.1. Asks others about what they like to eat or drink.</p> <p>SI.2 Exchanges information about everyday matters using simple vocabulary (e.g., favorite food, recipe).</p> <p>SP.1. Describes basic aspects of their day-to-day life.</p>	<p>– Milk / some milk – Salt / some salt</p> <p><u>Count and noncount nouns with some, much and many</u></p> <p>– I need <u>some</u> sugar. – How <u>much</u> sugar do you need? – I need to buy <u>many</u> bags of coffee.</p> <p><u>Sequence adverbs with imperatives</u></p> <p>– First, boil some water.</p>		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SP.2. Talks briefly about familiar topics.</p> <p>SP.3. Presents with a group, a topic sentence and two to three details.</p> <p>W.1. Engages in the writing process: pre-drafting, drafting when writing sentences.</p> <p>W.2. Uses simple sentences and expressions to describe things.</p>	<ul style="list-style-type: none">– Second, <u>add the spaghetti</u>. <p><u>Wh-questions with present simple</u></p> <ul style="list-style-type: none">– What do you usually buy at the farmer's market?– What do you usually order at the restaurant?– How do you prepare that recipe?		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.3. Composes short sentences and notes for describing activities at the farm and food preferences.</p> <p>INTEGRATED.-MINI PROJECT</p> <p>Integrated Mini-Project</p> <ul style="list-style-type: none"> – Planning and creating collaboratively a collage, video or other visual representation of a favorite natural wonder/ farming activities and things we do 	<p><u>Sequence adverbs with imperatives</u></p> <ul style="list-style-type: none"> – First, boil some water. – Second, <u>add the spaghetti</u>. <p><u>Wh-questions with present simple</u></p> <ul style="list-style-type: none"> – What do you usually buy at the farmer's market? 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>there, including what we should do to preserve it using sentence frames and unit vocabulary.</p> <ul style="list-style-type: none"> – Rehearsing and reporting it in an oral and written way to the class. – Planning and creating collaboratively a flipbook showing cause and effect of caring for or destroying our natural wonders using 	<p>– What do you usually order at the restaurant?</p> <p>– How do you prepare that recipe?</p> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> – Short vowels: – /æ /sad,fat,am, – /e /dress,went, ,red – /ɪ /skirt,thin,fish – / a /hot, pot,lot 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>sentence frames and unit vocabulary.</p> <ul style="list-style-type: none"> – Rehearsing and reporting it in an oral and written way to the class. – Participating in co-assessment at the end of task. <p>IMP. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher</p>	<p>– /ʌ/ sun, fun,</p> <p>Identifying short vowel sounds (-at, -in, -ot) in orally stated single-syllable words. (e.g., hen, hat, mad, hot.)</p> <p><u>Decoding English graphemes that sound different in Spanish:</u></p> <ul style="list-style-type: none"> – A (salt, apple, waiter) – H (house, cashier) 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>collects information about how learners apply language competences in oral and written comprehension and oral and written production for describing natural wonders and/or farming activities as well as asking for and giving information using key vocabulary and sentence frames.</p>	<p>LEARN TO KNOW</p> <ul style="list-style-type: none"> – I (milk, pineapple) – J (jar, juice) <p>Reading contractions</p> <ul style="list-style-type: none"> – Doesn't, don't, didn't, aren't <p>Consonant blends</p> <ul style="list-style-type: none"> /pl/:planting, plowing – /st/:staying, stirring – /tr / transport, trailer 		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>Practicing minimal pair sounds: s / z</p> <p>sip / zip</p> <p>sue / zoo</p> <p>place / plays</p> <p>rice / rise</p> <p>ice / eyes</p> <p>VOCABULARY</p> <p><u>1.A Trip to a National Park</u></p> <p><u>Wildlife at the park</u></p>		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – Turtles – Sloths, Monkeys – Snakes, Squirrel – Parrots, Scarlet macaws, crabs – Crocodiles, – raccoon <p>There is/ There are There was/ There were..</p> <p><u>Activities in past tense:</u></p>		

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – Saw, Went – Ate, swam – Took, walked – Watched, visited – Listened, learned <p><u>2. Places and people and wildlife at the park</u></p> <p><u>National park</u></p> <ul style="list-style-type: none"> – Land marks – Wildlife, forest – Warning signs 		



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	<ul style="list-style-type: none">– Restrooms– Picnic áreas <p><u>Descriptive adjectives</u></p> <ul style="list-style-type: none">– Clean– Peaceful <p><u>People at the park</u></p> <ul style="list-style-type: none">– park ranger– tour guide <p><u>Wildlife</u></p>		

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“Encendamos juntos la luz”

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	<p><u>Lion, elephant, tiger, jaguar, snake, gorrilla...</u></p> <p><u>Protecting our National Parks</u></p> <ul style="list-style-type: none">– Do not litter.– Do not feed the animals.– Do not pollute water.– Do not kill animals or destroy plants and trees.– Protect the wildlife.		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>3. At the farm</u></p> <p>. <u>Preparing the fields:</u></p> <ul style="list-style-type: none">– seeds, tools, dirt, fertilizer, pesticides <p><u>Growing the crops:</u></p> <ul style="list-style-type: none">– weeding, cutting, pruning, digging, weather, watering <p><u>Farm activities</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">– Planting/growing– Gardening– Cow milking– Harvesting, Feeding <p><u>Transporting:</u></p> <ul style="list-style-type: none">– baskets, boxes, carts, trucks, warehouses <p><u>Processing:</u></p> <ul style="list-style-type: none">– jars, packing, storing, factories		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>4.Let's Go to the Farmers' Market</u></p> <p><u>Selling:</u></p> <ul style="list-style-type: none"> – stores, markets, <p><u>Costa Rican crops</u></p> <ul style="list-style-type: none"> – bananas, oranges, pineapples, mangoes, vegetables, corn, – palm oil, chocolate, ornamental plants 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>Meats</u></p> <ul style="list-style-type: none">– Pork, poultry, beef, seafood <p><u>5.Let's Make a Meal</u></p> <p><u>Verbs</u></p> <ul style="list-style-type: none">– Preheat, grease– Steam, boil, slice– Peel, chop, stir,– Add, serve		

SCENARIO: What a Disaster

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THEMES:

- Getting Ready for a Natural Disaster
- Was That an Earthquake?
- Calling 911
- I am not feeling well
- Doctor!: Injections, Pills, and Creams... Oh, my!

Enduring understanding: Natural disasters sometimes occur. Most of the time we are safe but we can be safer if we make a plan and follow it if one occurs. When there is a natural disaster usually some people can get sick.

Essential Question: What can we do if a disaster happens and we get sick?

LANGUAGE FUNCTIONS

- Describing natural disasters and feelings
- Describing past events
- Giving and following safety procedures

“Encendamos juntos la luz”

- Describing common diseases, symptoms and treatments
- Giving advice

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
LISTENING L.1. recognize basic phrases that denote position (under, over, beside) and can understand simple instructions	GRAMMAR AND SENTENCE FRAMES <u>Simple present</u> <ul style="list-style-type: none"> – I am afraid/scared of /earthquakes/ 	<u>Discourse Markers</u> Linkers: Sequential - past tense First, then, after that,	<u>Psycho-social</u> <ul style="list-style-type: none"> – Taking personal and social responsibility for preventing and

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>including directions (e.g., on the second floor, near the window, after the next person).</p> <p>L.2. understand others' expression of feelings (e.g., whether they are indicating they are happy/scared, relaxed, and well/ill).</p> <p>L3. understand short, clear, and simple instructions and explanations when delivered slowly (e.g.,</p>	<p>tornados and volcanic eruptions.</p> <ul style="list-style-type: none"> – We have an emergency plan at home/school. – We have canned food, bottled water, a first aid kit and a flashlight. <p><u>Wh- questions</u></p> <ul style="list-style-type: none"> – Which natural disaster worries you the most? – Which disasters are common in your local area? 	<p>finally</p>	<p>reacting in an emergency situation</p> <ul style="list-style-type: none"> – Showing willingness to follow instructions – Working cooperatively with others <p>Sociocultural</p> <ul style="list-style-type: none"> – Showing interest in a person's well being

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>getting a prescription and some medical advice)</p> <p>READING</p> <p>R.1. recognize short text messages as well as short greetings (e.g., “make a plan”, “build an emergency kit”).</p> <p>R.2. read with fluency and accuracy</p> <p>R3. understand much of what is written in short, simple texts on subjects</p>	<ul style="list-style-type: none"> – What are some ways to prepare for natural disasters? <p><u>Wh-question in simple past</u></p> <ul style="list-style-type: none"> – What happened during the flood/earthquake? – What did you do? <p><u>Simple past</u></p> <ul style="list-style-type: none"> – Last night, there was an earthquake. 		<ul style="list-style-type: none"> – Sharing experiences and concerns – Use of conventions for turn-taking – Using greetings & address forms (ex. Hello, Dr. Lopez, handshake)

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
with which they are familiar and/or in which they are interested.	<ul style="list-style-type: none"> – We woke up. – Yesterday, it rained heavily and my house was flooded. <p><u>Modals: should/ can</u></p> <ul style="list-style-type: none"> – You should stay calm. – You should not run. – You can listen to the news. <p><u>Imperative form of verbs</u></p> <ul style="list-style-type: none"> – Stay calm – Call the 911 <p><u>Present progressive tense</u></p>		<ul style="list-style-type: none"> – Using and choice of interjections (e.g. Ouch! Yum!) – <p><u>Social Language Samples and idioms/phrases</u></p> <ul style="list-style-type: none"> – Creating a storm in a teacup – The calm before the storm.
R.PA.4 produce English sounds /ed/ /-ing/ /s/ /θ/ /v/ /sh/ /u/ /z/ with verbal modeling and visual cues. SPOKEN INTERACTION SI.1. ask others simple questions concerning their homes (village/town) or personal information (e.g.,			

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>what is your name? Where do you live?) and feelings.</p> <p>SI.2. state single directions, advice / commands using words and phrases.</p> <p>SI.3. provides and accepts advice.</p> <p>SPOKEN PRODUCTION</p> <p>SP.1. talk about a familiar topic in a short presentation, prepared in advance.</p>	<ul style="list-style-type: none"> – I am having a terrible headache. – I am not feeling well. – My back is hurting me. <p><u>Personal pronoun ‘it’</u></p> <ul style="list-style-type: none"> – It is terrible. – It is a disease. – It is at 4:00 pm. <p><u>Subject + to be + verb/adj/or noun</u></p> <ul style="list-style-type: none"> – She is a doctor. – He is/ not sick. – He is healthy 		<ul style="list-style-type: none"> – It is better to be safe than sorry. – Catch a cold – To throw up (vomit) – I am in pain. <p><u>Proverbs/idioms:</u></p> <ul style="list-style-type: none"> – An apple a day keeps the doctor away. – I feel rough.

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SP.2. state single step directions/ commands using words and phrases.</p> <p>SP.3. describe common diseases, symptoms and treatments</p> <p>SP.4. present with a group, a topic sentence and two to three details</p> <p>WRITING</p> <p>W.1. compose short sentences expressing wants and needs.</p>	<p><u>Subject + have/has + noun</u></p> <ul style="list-style-type: none"> – I have fever, stomachache, and headache. – I have a toothache and earache. – I have an emergency. <p><u>Simple Past</u></p> <ul style="list-style-type: none"> – I broke my arm. – I fainted and fell down. – I got the flu. <p><u>Information Questions</u></p>		I am alive and kicking. (to continue to be well, healthy or successful)

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.2. compose short messages like instructions, signs and warnings.</p> <p>ASSESSMENT STRATEGIES</p> <p>Using technically elaborated instruments for self-assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Recognizes basic phrases that denote position and can</p>	<ul style="list-style-type: none"> – May I help you? Yes, I need an appointment – What time do you need it? At 3 pm. – What are the symptoms? <p><u>Phonemic Awareness</u></p> <p>Identifying base words (walk, clean, dress) that have been modified by inflectional endings (e.g., -ing; -ed) through an oral or written cloze.</p> <ul style="list-style-type: none"> – Plan- planning/ planned 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>understand simple instructions including directions.</p> <p>L.2. Recognizes others' expression of feelings.</p> <p>L3. Recognizes short, clear, and simple instructions and explanations.</p> <p>R.1. Recognizes short text messages as well as short greetings.</p> <p>R.2. Reads with fluency and accuracy.</p>	<ul style="list-style-type: none"> – Communicate /communicating/communicated – Listen- listening/listened <p>Practicing: s / θ</p> <p>sum / thumb</p> <p>sank / thank</p> <p>sink / think</p> <p>saw / thaw</p> <p>sin-thin</p> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> – V : (vomit, vaccine, fever) 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.3. Recognizes most of what occurs in a well-structured short story by ordering the events in a story coherently.</p> <p>R.PA.4. Produces and reads English sounds /-ed/ /-ing// s/ /θ/ /v/ /sh/ /u/ and /z/.</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the</p>	<p>– Sh :(rash, shot, she)</p> <p>– U :(flu, school, cure)</p> <p>– Z :(sneeze, nose, examine)</p> <p>VOCABULARY <u>Vocabulary</u></p> <p><u>1.Getting Ready for a Natural Disaster</u></p> <p>Emergencies and natural disasters</p> <p>– Car accident</p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>teacher collects information about how the learner:</p> <p>SI.1. Asks others simple questions concerning personal opinions or their interests.</p> <p>SI.2. States single directions, advice / commands.</p> <p>SI.3. Provides and accepts advice..</p>	<ul style="list-style-type: none"> – Earthquake – Volcanic eruption – Hurricane – Drought <p><u>Floods</u></p> <ul style="list-style-type: none"> – rain – thunder storm <p><u>Effects of Floods</u></p> <ul style="list-style-type: none"> – Water entered into the houses/cars – Furniture and appliances damaged 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SP.1. Talks about a familiar topic in a short presentation.</p> <p>SP.2. Presents with a group, topic sentence and two to three details related to being healthy.</p> <p>SP.3. Describes common diseases, symptoms and treatments.</p> <p>SP.4. States single step directions/ commands using words and phrases in</p>	<ul style="list-style-type: none"> – Classes cancelled. <p><u>People:</u></p> <ul style="list-style-type: none"> – Rescue Team – Survivors <p><u>Emergency Kit items for 3 days:</u></p> <ul style="list-style-type: none"> – water – battery powered radio – non-perishable food – blankets – First Aid box <p><u>Have an evacuation plan</u></p> <ul style="list-style-type: none"> – Watch the weather. 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>conversations, dialogues or oral presentations.</p> <p>W.1. Composes short sentences expressing needs and preferences.</p> <p>W.2. Composes short messages like instructions, signs and warnings.</p> <p>INTEGRATED.-MINI PROJECT Integrated Mini-Project</p>	<p>– Pay attention to warnings. – Follow instructions. – Pick a meeting place.</p> <p><u>Build an emergency kit.</u> – Bring pets inside – Listen to weather reports and updates for advice and instructions.</p> <p>Only return home once you are told it is safe.</p> <p><u>2. Was that an earthquake?</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<ul style="list-style-type: none"> - Planning and creating collaboratively a brochure or lap book: about how to prepare for a natural disaster including advices for treating common diseases, symptoms, and ways to stay healthy and reporting it in oral and written form. - Participating in co-assessment using 	<p><u>Earthquakes</u></p> <ul style="list-style-type: none"> – Ground moving – Floor rippling – Circular motion – Objects falling <p><u>Feelings:</u></p> <ul style="list-style-type: none"> – Scared – Calm/relaxed <p><u>3. Calling 911</u></p> <p><u>Useful phrases</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
technically designed instruments ASESSMENT INTEGRATED MINI-PROJECT IMP. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners apply basic	<ul style="list-style-type: none">– 911, May I help you?– I have an emergency.– There was an earthquake in Nicoya.– I am calling 911 to report it. <p><u>Personal information</u></p> <ul style="list-style-type: none">– Name, Age– Place, Time– People injured <p><u>4.I am not feeling well</u></p> <p><u>Not feeling well!</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
language competences in oral and written comprehension and oral and written production for describing natural disasters, ways to stay safe and common diseases and actions done when a person is sick.	<p><u>Diseases:</u></p> <ul style="list-style-type: none"> – the flu, a cold, dengue fever <p><u>Symptoms:</u></p> <ul style="list-style-type: none"> – fever, cough, headache, vomiting <p><u>Treatments:</u></p> <ul style="list-style-type: none"> – pills, natural medicine, vaccination, <p><u>5. Doctor!: Injections, Pills, and Creams... Oh, my!</u></p> <ul style="list-style-type: none"> – Tips/Recommendations 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – To visit the doctor, to take medicines, to drink, to buy medicines, to listen to recommendations... you should. <p><u>Action verbs</u></p> <ul style="list-style-type: none"> – To have, to get, to feel, to rest. – Pharmacist, pain prescription, cold reliever, tablets, ointment, creams, vitamins, injections. <p><i>Imperative form of Verbs</i></p>		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>Take it with food or milk.</p> <p>Take one tablet every eight hours.</p> <p><u>I went to the doctor yesterday</u></p> <ul style="list-style-type: none">– took my temperature– Listened to my heart <p>Examined my eyes and throat</p>		

FIFTH GRADE

Mediación Pedagógica en las Pags 102-108, 126-132 del Programa de estudios de Segundo Ciclos

SCENARIO: Go Green

El presente documento constituye una guía flexible para que el docente oriente los procesos de mediación pedagógica.



THEMES:

- Our Environment: Making the Connection
- Actions that Harm the Environment
- Protecting my Planet
- Healthy Lifestyles
- Uhm! I'm Hungry! What did you Cook?

Enduring understanding: Our actions can have a positive or negative chain effect on the environment around us. If we are responsible, we can make the environment better. If we are wasteful, the environment suffers and so do we all. This same applies for having a healthy life.

Essential Question: How do our actions affect the environment around us? How do our actions affect our health?

LANGUAGE FUNCTIONS

- Describing nature at local, national and global level
- Describing environmental problems at local, national and global level
- Giving advice for protecting the environment
- Describing habits and routines
- Describing healthy lifestyles

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
LISTENING <p>L1. understand isolated, familiar words and phrases when listening to clear, slow, and basic text being read aloud.</p> <p>L2. understand phrases and high frequency vocabulary related to areas of personal interest.</p> <p>L3. understand short, clear, and simple instructions and explanations when delivered</p>	GRAMMAR AND SENTENCE FRAMES <p><u>Present Simple</u></p> <ul style="list-style-type: none"> – A dry forest has ____. – In the cloud forest there are ____. – Some examples of fauna are ____. <p><u>Modal Can</u></p> <ul style="list-style-type: none"> – I can ____ (save) money for ____ (recycling). – I can ____ (plant) trees to enhance reforestation. 	<u>Sequence adverbs-past tense</u> First, next, then, finally	Psycho-social <ul style="list-style-type: none"> – Respecting the environment – Cooperating among classmates – Developing creativity, collaboration critical thinking and communication skills – Respecting other people's customs and habits

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>slowly (e.g., first, you add... then, you mix...).</p> <p>READING</p> <p>R1. understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.</p> <p>R2. follow a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps.</p>	<ul style="list-style-type: none"> – We can use _____ (boxes) instead of using _____ (plastic) bags. <p><u>Modal “have to”</u></p> <ul style="list-style-type: none"> – I have to protect my environment. – We have to separate garbage. <p><u>First Conditional</u></p> <ul style="list-style-type: none"> – If I/we (throw) pesticides into rivers (fish) will die. 		<ul style="list-style-type: none"> – Leading a healthy life <p>Sociocultural</p> <ul style="list-style-type: none"> – Taking care of Mother Earth – Conserving the protected areas in our country – Sharing different lifestyles – Promoting healthy food and healthy habits <p>idioms/phrases</p>

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R3. comprehend reading, analyze and enjoy texts.</p> <p>R.PA.4. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>SPOKEN INTERACTION</p> <p>SI.1. indicate strengths and weaknesses related to the theme and language function.</p>	<p><u>Modal Should</u></p> <ul style="list-style-type: none"> - We should/shouldn't ____ - I should/n't ____. <p><u>Information questions with “to be” and “can”</u></p> <ol style="list-style-type: none"> 1. What type of animals and plants can you find in the rainforest? 2. How can we preserve our forests and animals? 		<p><u>Answer the call of nature</u>(If you answer the call of nature, you need to go to the toilet)</p> <p><u>Down to earth</u> (If you are down to earth, you are practical and sensible)</p> <p><u>To build castles in the air</u> (Plans that are unlikely to happen)</p> <ul style="list-style-type: none"> - Butter someone up (be extra nice with someone)

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
SI.2. ask for clarification of unknown words and expressions SI.3. make and accept advice. SPOKEN PRODUCTION SP.1. talk about a familiar theme in a short presentation, prepared in advance SP. 2 describe their favorite recipe, how to prepare it, and possible length of time and nutritious value. WRITING	<p>3. Why the conservation of the environment is so important?</p> <p><u>Simple Present and Frequency Adverbs</u></p> <ul style="list-style-type: none"> – I usually eat/drink _____. – I exercise once/twice a week. <p><u>Present simple and preferences</u></p>		<ul style="list-style-type: none"> – Cheesy (silly) – Cool as a cucumber (very relaxed) – Full of beans (lively, active and healthy) – In bad shape (poor physical condition)

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.1. label charts, diagrams, and maps.</p> <p>W2. prepare simple reminders or notes for personal use (e.g., diary, journal, homework book).</p> <p>W.3. apply conventions of standard English</p> <p>ASSESSMENT STRATEGIES</p> <p>Using technically elaborated instruments for self and co-assessment and with the</p>	<p>LEARN TO KNOW</p> <ul style="list-style-type: none"> – I like to eat vegetables, but I don't like meat. – She likes spinach, but she does not like carrots. <p>Past simple</p> <ul style="list-style-type: none"> – They cooked ... – I mixed... – I prepared... <p>Future with will</p>	<p>LEARN TO KNOW</p>	<p>LEARN TO BE AND LIVE IN A COMMUNITY</p>

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>guidance of the teacher, the learner:</p> <p>L.1. Recognizes isolated, familiar words and phrases when listening to clear, slow, and basic text with slow clear pronunciation.</p> <p>L.2. Recognizes phrases and high frequency vocabulary related to theme by selecting them from texts/ word/phrase banks.</p> <p>L.3. Recognizes short, clear, and simple instructions and</p>	<p>– I am overweight so I will go on a diet.</p> <p>– I will eat healthy food..</p> <p><u>Future with going to</u></p> <p>– I am going to eat healthier.</p> <p>– I am going to do more exercise.</p> <p><u>Prepositional phrases</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>explanations when delivered slowly (e.g., first, you add... then, you mix....).</p> <p>R.1. Recognizes much of what is written in short, simple texts which they are familiar with and interested.</p> <p>R.2. Follows a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps.</p> <p>R.3. Recognizes readings, analyzes and enjoys texts.</p>	<ul style="list-style-type: none"> – The food is on the table. – The ingredients are on the counter. – Place the pot on the stove. <p><u>Comparative and superlative adjectives.</u></p> <ul style="list-style-type: none"> – Vegetables are more delicious than fried food. – Running is better than walking. 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.PA.4. 1 Reads words and sentences by decoding English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>PA.4.2. Shows knowledge of phonemic awareness by pronouncing the sound /-t//-/d/ at the end of words and consonant blends.</p>	<ul style="list-style-type: none">– Running is the best exercise. <p><u>WH questions</u></p> <ul style="list-style-type: none">– What's your favorite food?– How often do you do exercise?– How do you prepare it? <p><u>Modal should</u></p> <ul style="list-style-type: none">– We should not eat junk food frequently.		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner: SI.1. Indicates strengths and weaknesses of personal or human actions on the environment. SI.2. Asks for clarification of unknown words and expressions	<u>Phonemic Awareness</u> <u>Long Vowel sounds:</u> <i>/ay/ /ey/ /i/ /u/ (e.g., kite, buy, made, cake, save, tree, use, do, etc.)</i> <u>Segmenting multi-syllabic words into syllables.</u> – (/but/ter/fly/, gar/bage/)		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SI.3. Makes and accepts suggestions.</p> <p>SP.1. Talks about a familiar theme in a short presentation, prepared in advance.</p> <p>SP.2. Describes their favorite recipe, how to prepare it, and possible length of time and nutritious value.</p> <p>W.1. Labels charts, diagrams, and maps.</p> <p>W.2. Prepares simple reminders or notes for personal use.</p>	<ul style="list-style-type: none"> – Reading regularly spelled two-syllable and compound words including consonant blends. (bl, st, and tr) – Practicing minimal pair sounds: /-t / - heart/ plate/ bet/ bought/ /-d/ hard, played, bed, bored 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.3. Applies conventions of standard English when writing short texts.</p> <p>INTEGRATED MINI-PROJECT</p> <p>– Planning and creating collaboratively a school campaign using technology to protect the environment and/or ways to keep a healthy life style including advertisements and activities ,</p>	<p>VOCABULARY</p> <p>1.<u>Our environment: Making the Connection</u></p> <p><u>Environmental terms</u></p> <p>Climate, plants, animals, forest, energy, habitat</p> <p><u>Information questions</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<ul style="list-style-type: none"> – Preparing a presentation, rehearsing it and reporting it to class. – Evaluating the accomplishment of the task individually and in groups. <p>ASSESSMENT IMP</p> <p>.</p> <p>IMP. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher</p>	<ul style="list-style-type: none"> – What type of animals and plants can you find in the rainforest? – Why the conservation of the environment is so important? <p><u>2. Actions that Harm my Environment</u></p> <p>-What human actions do harm/damage the planet?</p> <p><u>Actions against the environment</u></p>		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
collects information about how learners apply language competences in oral and written comprehension and oral and written production for describing environmental issues, ways to protect the planet and/or maintaining healthy life-styles and asking for and giving personal information.	<ul style="list-style-type: none"> - cut down forest - use of chemicals and pesticides - throw garbage in rivers - pollute water and the air - kill the animals - destroy mother nature - If I/we (throw) pesticides into rivers (fish) will die. <p><u>3. Protecting my Planet</u></p> <p>1. How can I save the planet?</p>		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>Actions to help the environment</u></p> <p>-Recycle, reuse, reduce, plant trees, go organic, walk/cycle, save water, use clean power, avoid buying plastic bags, classify garbage</p> <p><u>Solving Environmental Problems</u></p> <p><u>Problems</u></p>		



Viceministerio Académico
Dirección de Desarrollo Curricular
Departamento de Primero y Segundo Ciclos

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>Littering, energy misuse, water misuse</p> <p><u>Actions</u></p> <p>Planting, reusing, recycling</p> <p><u>Expressions</u></p> <p>– We ___ (classify) garbage.</p> <p>– We ___ (plant)trees</p> <p>We should not waste ___ (water and energy).</p> <p><u>4. Healthy Lifestyles</u></p>		

El presente documento constituye una guía flexible para que el docente oriente los procesos de mediación pedagógica.



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">– How can we keep healthy?– Let's make a health campaign at school.– Taking care of the body– I have to... I should... – Take a bath/ shower– Brush teeth– Use dental floss– Drink a lot water– Wash hands after using toilets and before meals– Eating healthy food		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
	<u>Let's keep in shape</u> <u>Expressions and phrases</u> <ul style="list-style-type: none"> – What are you doing to keep in good shape? – Where are you going after school? I'm going to ride my bike. – What are you eating for dinner? – Let's practice sports. <u>Activities</u>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – Going to the gym – Playing soccer with my friends – Eating healthy food. – Running in the park. – Swimming in the river/swimming pool. – Practicing a sport <p><u>5. Uhm! I'm Hungry</u></p> <p><u>Questions and expressions:</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – What's your favorite meal/ food? – What do you usually eat for lunch? – I am hungry. – I want/ I like... <p><u>Food & Drinks</u></p> <ul style="list-style-type: none"> – <u>Vegetables</u>: Broccoli, cabbage, tomatoes. – <u>Fruits</u>: pineapple, strawberry, <u>Meals</u>: – rice with chicken, spaghetti, <u>Meats</u>: 		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – beef, lamb, chicken, <p><u>Recipes and more</u></p> <p><u>Expressions and phrases</u></p> <ul style="list-style-type: none"> – What a delicious meal! – How do you prepare it? <p><u>Quantities and amounts</u></p> <ul style="list-style-type: none"> – a little, a lot, a kilo, a bottle, a bar, a tin/can <p><u>Sequence words</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – First, second, then, finally <p><u>Verbs</u></p> <ul style="list-style-type: none"> – Boil, grill, bake... 		

SCENARIO: Pura Vida in Many Ways

THEMES:

- What's Going on in Town?
- Costa Rica: “No Artificial Ingredients”
- In & Out Costa Rica
- Do you have plans for the Weekend?

El presente documento constituye una guía flexible para que el docente oriente los procesos de mediación pedagógica.



- How Was your Weekend?

Enduring understanding: Our occupations, traditions, music, the way we celebrate, the kind of food we eat, and the way we dress make us unique between provinces in Costa Rica.

Essential Question: How does the place where we live define us?

LANGUAGE FUNCTIONS

- Describing my community by traditional: music, occupations, foods, celebrations, dress code.
- Describing Costa Rica.
- Describing my province traditions, music, occupations, foods, celebrations, dress code and people among other aspects.
- Describing travel experiences in or out Costa Rica.
- Describing past events.

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
LISTENING		<u>Discourse Markers</u>	<u>Psycho-social</u>

El presente documento constituye una guía flexible para que el docente oriente los procesos de mediación pedagógica.

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L1. understand short, clear, and simple instructions and explanations when delivered slowly (e.g., how to create a mask or handcraft).</p> <p>L2. understand the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated.</p>	<p><u>Grammar and sentence frames</u> <u>Superlative forms</u></p> <p>The most beautiful beach of my province is _____. The best food to eat is _____. The highest mountain is _____.</p> <p><u>Interrogatives</u></p>	<p>First, second, third...</p> <p>– Celebrating the differences between cultures</p> <p>–</p>	<ul style="list-style-type: none"> – Respecting other customs and traditions – Celebrating the differences between cultures <p>Sociocultural</p> <ul style="list-style-type: none"> – Holidays and celebrations – Loving diversity in Costa Rica and countries around the world

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L3. understand the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there was some previous familiarity with the topic.</p> <p>READING</p> <p>R1. understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.</p>	<p>– What are the most popular activities/celebrations in your community/country? In Costa Rica we _____. – What do people do to celebrate ____? We cook/ dress...</p> <p><u>Simple Present Tense</u></p> <p>– I like to _____. – I do not like to _____.</p>		<p>– Appreciating the customs from other cultures</p> <p><u>Social Language Samples and idioms/phrases</u></p> <p>– <u>Cat nap</u> (short sleep) I am going to have a cat nap while you are cooking dinner. – <u>Don't count your chicken before they hatch</u> (don't make plans ahead of time)</p>

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R2. comprehend reading, analyze and enjoy texts.</p> <p>R3. follow a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps.</p> <p>P.A.1. distinguish phoneme for inflectional endings (-ing, -ed and -s)..</p> <p>R.P.A .2. distinguish spoke rhyming words from non-rhyming words. (e.g., run, sun versus run, man, etc).</p>	<p>– My favorite (sport) <u> </u> is <u> </u>.</p> <p><u>Interrogatives</u></p> <p>– What do you do for fun? – How do you play <u> </u>? – How often do you <u> </u>?</p> <p><u>Present Perfect</u></p> <p>– How long have you been playing soccer? I started</p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SPOKEN INTERACTION</p> <p>SI.1. ask straightforward questions in familiar situations and understand the responses.</p> <p>SI2. exchange information about everyday matters using simple vocabulary (e.g., favorite sports, names of pets, holiday plans).</p> <p>SI.3. ask others simple questions concerning their homes (village/town) or their</p>	<p>two years ago.</p> <ul style="list-style-type: none"> – How long have you been playing the guitar? Since I was in second grade. – <u>Future with going to/will</u> <p>I'm going to play soccer with my friends tomorrow.</p> <p>I will go skating this weekend.</p> <p><u>Past Simple</u></p>		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>interests (e.g. Where do you live? What do you like?).</p> <p>SPOKEN PRODUCTION</p> <p>SP1. express short advices and recommendations.</p> <p>SP.2. talk about a familiar topic in a short presentation.</p> <p>WRITING</p> <p>W1. engage in the writing process: pre-drafting, drafting.</p> <p>W2. use simple sentences and expressions to describe such things as their surroundings, their daily</p>	<p>I had a great weekend, I went to the (movies) _____ with my friends.</p> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none">– Identifying inflectional endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech).		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>activities, and the people around them.</p> <p>W.3. compose short sentences expressing wants and preferences.</p> <p>ASSESSMENT STRATEGIES</p> <p>Using technically elaborated instruments for self and co-assessment and with the guidance of the teacher, the learner:</p>	<ul style="list-style-type: none"> – Writing the letters heard in a word in proper order. <p><u>Phonemic Awareness</u></p> <p>Practicing minimal pair sounds: s / θ</p> <p>sin/ thin, sum/ thumb, sank/ thank,</p> <p>sink/ think, saw/ thaw</p> <p>Distinguishing spoken rhyming words from non-</p>		

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L1. Recognizes short, clear, and simple instructions and explanations when delivered slowly (e.g., how to dance a particular rhythm or elaborate a craft or typical dish).</p> <p>L2. Recognizes the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated.</p>	<p>rhyming words. (e.g., run, sun versus run, man, etc.).</p> <p>VOCABULARY</p> <p>1. <u>What's going on in town?</u></p> <p><u>Expressions and phrases</u></p> <ul style="list-style-type: none"> – I am new in town. – I would like to go around. <p>What do you recommend me?</p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L3. Recognizes the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there was some previous familiarity with the topic.</p> <p>R1. Recognizes much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.</p>	<p>– What do people do for fun? We go to...</p> <p>– What time is it?</p> <p><u>Music</u></p> <ul style="list-style-type: none"> – Folk, salsa, cumbia, <p><u>Activities</u></p> <ul style="list-style-type: none"> – Parades, horse shows, pilgrimage, dances <p><u>Occupations</u></p> <ul style="list-style-type: none"> – Housewife, cowboy, farmer, 		



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<p>R2. Recognizes and enjoys texts.</p> <p>R3. Follows a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps</p> <p>PA.1. Distinguishes phonemes for inflectional endings (-ing, -ed and -s).</p> <p>R.P.A.2. Produces the 44 phonemes with verbal modeling and visual cues and</p>	<p><u>What makes your province/Town unique?</u></p> <p><u>Expressions and phrases</u></p> <ul style="list-style-type: none">– What the most important celebrations in town?– How do you celebrate it? <p><u>Holidays & Celebrations</u></p> <ul style="list-style-type: none">– Saint Patron's Day, community fair, civic parties, holidays		

El presente documento constituye una guía flexible para que el docente oriente los procesos de mediación pedagógica.

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>practices minimal pair sounds: s / θ</p> <p>sin/ thin</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>SI.1.Asks straightforward questions in familiar situations and understands the responses.</p>	<p><u>Typical cuisine</u></p> <ul style="list-style-type: none"> – Rice with chicken, picadillos, soups, grilled beef <p><u>Typical dressing</u></p> <ul style="list-style-type: none"> – School uniform, t-shirt and jeans, a hat, boots <p>2.Costa Rica: “No artificial ingredients”</p>		



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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SI.2. Exchanges information about everyday matters using simple vocabulary (e.g., favorite sports, holidays, music, food).</p> <p>SI.3. Asks others simple questions concerning their homes (village/town) or their interests (e.g., Where do you live? What do you like?).</p> <p>SP.1. Expresses short advices and recommendations</p>	<p><u>Expressions and phrases</u></p> <ul style="list-style-type: none">– Where are you from?– What is Costa Rica like?– What are the best places to visit?– Which are the most important celebrations? <p><u>Places to go</u></p> <ul style="list-style-type: none">– Beaches, volcanos, rainforests, wildlife islands.		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SP.2. Talks about a familiar topic in a short presentation.</p> <p>W1. Engages in the writing process: pre-drafting, drafting.</p> <p>W2. Uses simple sentences and expressions to describe such things as their surroundings, their holidays, important event and the people around them.</p> <p>W.3. Composes short texts expressing wants and preferences.</p>	<p><u>People to meet</u></p> <ul style="list-style-type: none">– Indigenous communities (bribris, cabecares, malekus, Ngöbes)– Afro-descendent– Costa Rica is Multicultural and plurilingual <p><u>3.In & Out Costa Rica</u></p> <p><u>Expressions and phrases</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
INTEGRATED MINI-PROJECT Planning and creating collaboratively a mini-classroom newspaper advertising activities in the community using sentence frames and unit vocabulary to report it in oral and written ways to the class. Participating in co-assessment using technically designed instruments.	<ul style="list-style-type: none"> – Where are you from? – I'm from Costa Rica. – Have you been abroad? Yes, I have been to Mexico. – Have your father been abroad? Yes, he has been to the United States. – How long are you staying in Mexico? For three weeks. – Which places have you visited? 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>ASSESSMENT IMP</p> <p>IMP. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners apply language competences in oral and written comprehension and oral and written production for describing main attractions and celebrations in town and</p>	<ul style="list-style-type: none">– I have been to... <p><u>Countries and Nationalities</u></p> <ul style="list-style-type: none">– Mexico Mexican– Canada Canadian– Nicaragua Nicaraguan– Panama PanamanianEngland English <p><u>4. Do you have plans for the weekend?</u></p> <p><u>Expressions and phrases</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
asking for and giving information using key vocabulary and sentence frames.	<ul style="list-style-type: none">– Are you busy on Sunday?– Do you want to hang out?– I am going to play soccer with Mike– I will sing karaoke.– She will ride on bike with her friends. <p><u>Fun activities and hobbies</u> Playing the violin, skateboarding, snorkeling</p> <p><u>5. How was your weekend?</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>Expressions and Phrases</u></p> <ul style="list-style-type: none">– What did you do this weekend? I played chess with my friend.– Where did you go? I went to the stadium.– How was the weather? It was very hot. <p><u>Sports and hobbies</u></p> <p>soccer, volleyball, golf, surfing, skateboarding.</p> <p><u>Adverbs of frequency</u></p>		



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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">– We usually _____. – In our country we sometimes _____: – In my town we ___, but in the __ (city) they _____. <u>Adjectives</u> – size: long celebration, small parade. – shape: round, square – colors: white hat, red skirt		



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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY

SCENARIO: Connecting Electronically

THEMES:

- Using Electronic Devices
- At the Electronic Devices Store
- What is Better a Tablet or a Computer?
- Operating and Taking Care of Electronic Devices

Enduring understanding: Electronic devices are instruments used for a variety of purposes and the ways in which people use them can have positive and negative effects.



Essential Question: How can electronic devices help and hurt us?

LANGUAGE FUNCTIONS

- Identifying electronic devices
- Describing the uses of electronic devices in life
- Describing advantages and disadvantages of electronics devices related to price and usefulness.
- Describing the proper use of electronic devices in my life

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
LISTENING L.1. understand the main points in simple, clear, and	GRAMMAR AND SENTENCE FRAMES	<u>Discourse Markers</u> <u>Sequence adverbs-past tense</u>	<u>Psycho-social</u>

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
short audio announcements and messages. L.2. understand the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there was some previous familiarity with the topic. READING	<u>Grammar & Sentence</u> <u>Frame</u> <u>There is/are</u> <ul style="list-style-type: none"> – There is/are _____. <u>Simple Present Tense</u> <ul style="list-style-type: none"> – I have a/an _____. – I have a/a_, but I prefer _____. 	First, next, then, finally –	<ul style="list-style-type: none"> – Creating awareness of the negative effects of electronic devices. – Comparing the ways people socialize with or without electronic devices. – Developing creativity, collaboration critical thinking and communication skills. <p>Sociocultural</p>

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.1. understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.</p> <p>R.2. Locate important information in simple texts (e. greetings, times, dates, discourse markers in a video or radio advertisement or dialogue)</p>	<ul style="list-style-type: none"> – An advantage of internet is _____. <u>Comparative and superlative</u> – This Mac MP3 is more expensive than that Sony MP3. – The most expensive computer brand in the market is Apple. <u>Countable and uncountable</u>		<ul style="list-style-type: none"> – Using memes and emotions appropriately – Using of formal and informal language appropriately: Example: formal, e.g. <i>Sir, Madam, Miss, Dr, Professor (+ surname)</i> informal, e.g. first name only, such as <i>John!</i> <i>Susan!</i>

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.PA.3. Decodes English graphemes and phonemes in different environments.</p> <p>SPOKEN INTERACTION</p> <p>S.I .1. participate in a short telephone conversation prepared for in advance.</p> <p>S.I .2. express common greetings, leave-takings and personal interests in relation to technology in short dialogues and conversations.</p>	<p>LEARN TO KNOW</p> <ul style="list-style-type: none"> – How much is a MacBook? – How many TVs are there in your home? <p><u>Wh/questions</u></p> <ul style="list-style-type: none"> – Which is more expensive this tablet or the cell? – Where can I get the best price in the market? 	<p>LEARN TO DO</p>	<p>Social Language Samples and idioms/phrases</p> <p><u>Chatspeak:</u></p> <ul style="list-style-type: none"> – OMG! (Oh my God) – lol! (laugh out loud) – XOXO! (hugs and kisses)

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
SPOKEN PRODUCTION S.P. 1. talk briefly about familiar topics, such as technology. WRITING W.1. compose short texts expressing uses and ways to take care of personal technological devices.	<u>Adverbial phrases with because</u> <ul style="list-style-type: none"> – I like to use ___ because _____ <u>Modals can/could/should'</u> <ul style="list-style-type: none"> – You should buy a _____ (computer) instead of a tablet. – You could ___ get an _____ 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
W.2. compose short dialogues, advertisements related to technological devices and its uses. ASSESSMENT STRATEGIES Using technically elaborated instruments for self and co-assessment and with the guidance of the teacher, the learner:	LEARN TO KNOW iPod. <u>Phonemic Awareness</u> <ul style="list-style-type: none"> – Producing sounds represented by the single-lettered consonant and vowel graphemes. (too, my, me, by) – Reading words with common prefixes, suffixes 	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L.1.Recognizes the main points in simple, clear, and short audio announcements and messages.</p> <p>L.2.Recognizes the most important points in a straightforward talk or presentation by taking notes and completing a dialogue.</p> <p>R.1. Recognizes much of what is written in short, simple texts on subjects with which</p>	<p>and roots including the endings -tion, -sion.</p> <ul style="list-style-type: none"> – Reading contractions. (e.g., haven't, aren't, it's, etc.) <p>VOCABULARY</p> <p><u>1. Using Electronic Devices</u></p>		

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>they are familiar and/or in which they are interested.</p> <p>R.2. Locates important information in simple texts (e.g., greetings, times, dates, discourse markers, in a video or radio advertisement or dialogue).</p> <p>R.PA.3. Reads contractions and word endings -tion, --sion in different sentences and texts.</p>	<p><u>Electronic devices</u></p> <ul style="list-style-type: none"> – Lap tops – smart phones – MP3 – Wii <p><u>Actions/Activities</u></p> <ul style="list-style-type: none"> – Listen to music – Send an e-mail – watch videos 		

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>S.I. 1. Participates in a short telephone conversation prepared in advance.</p>	<ul style="list-style-type: none"> – chatting – texting – playing games <p><u>2. At the Electronic Devices Store Expressions</u></p> <ul style="list-style-type: none"> – How can I help you? – I have a/an _____, but I need a/ an _____. 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>S.I.2. Expresses common greetings, leave-takings and personal interests in relation to technology in short dialogues and conversations.</p> <p>S.P. 1. Talks briefly about familiar topics, such as technology.</p> <p>W.1. Composes short texts expressing uses and ways to take care of personal technological devices.</p>	<ul style="list-style-type: none"> – I want a/an _____ – How much is a MacBook? It's _____ – Which is more expensive this tablet or the cell? – Where can I get the best price in the market? – You should buy a _____ (computer) instead of a tablet. 		



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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.2. Composes short dialogues, advertisements related to technological devices and its uses.</p> <p>INTEGRATED MINI-PROJECT</p> <p>Integrated Mini-Project</p> <p>- Planning and creating collaboratively a school fair advertising the latest electronic devices used in</p>	<p><u>3. What is better a tablet or a computer?</u></p> <p><u>Electronic devices</u></p> <ul style="list-style-type: none">- Cell phones- Tablets- Desk-top computer- smart boards- smart watches- robots		

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>school. Learners buy and sell their electronic products.</p> <ul style="list-style-type: none"> – Rehearsing and describing their stand in oral form. – Participating in self and co-assessment using technically designed instruments. 	<p><u>Adjectives</u></p> <ul style="list-style-type: none"> – Expensive – Cheap – Good – Bad – New – Old-fashioned <p><u>4.Operating and taking care of electronic devices</u></p>		

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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
ASSESSMENT IMP IMP. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners apply language competences in oral and written comprehension and oral and	<u>Basic parts of a smartphone</u> <ul style="list-style-type: none"> – Power supply – SIM Card – Battery – Key pad – Screen <u>Action Verbs</u> <u>How does the phone work?</u>		



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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
written production for describing technological devices their uses.	<ul style="list-style-type: none">– Turn on/turn off– Charge the battery.– Click on– To receive a call. <p><u>Taking care of electronic devices</u></p> <ul style="list-style-type: none">– Make sure the device is of good quality.		



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LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">– Charge your phone, but not too often.– Don't let your device get hot.– Do not let your device get wet.– Make sure Bluetooth is turned off when not in use. <p>Keep your device clean.</p>		



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SIXTH GRADE

Mediación Pedagógica en las Pags 133-140, 147-154 del Programa de estudios de Segundo Ciclos

SCENARIO: Costa Rican Heroes

THEMES:

- National Heroes and Famous People
- Super Heroes World Famous People
- My Hero is the Best
- Tell me a story
- Acting it out

LANGUAGE FUNCTIONS

- Describing people's achievements and personal characteristics.
- Describing superheroes.
- Describing and comparing heroic actions.
- Describing the main events in a story.

El presente documento constituye una guía flexible para que el docente oriente los procesos de mediación pedagógica.

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- Retelling/acting out past events using connectors.

Enduring understanding: Heroes make sacrifices to improve the lives of those they serve. Many stories are created around heroes.

Essential Questions: What actions define a hero? What makes a good story?

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
LISTENING L.1. get the main idea of a short text when read aloud clearly and slowly. L.2. understand a presentation on a topic when the subject is familiar to them and it is delivered slowly and	GRAMMAR AND SENTENCE FRAMES <u>Simple present tense and personal subject pronouns</u> <u>(SVC)</u> – (Juan Santamaría, Sandra Cauffman,) are	<u>Linkers: sequential – past time</u> <u>Sequence adverbs-past tense</u> First, next, then, finally	<u>Psycho-social</u> – Expressing respect and pride for local and national culture, outstanding people, family and friends

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>clearly (e.g., another student's report on a classroom project, an interview with a person of a similar age exploring common interests).</p> <p>L.3. understand the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated.</p>	<p><u>national heroes/famous people.</u></p> <ul style="list-style-type: none"> – He/she is <u>sacrificial</u>. (brave, courageous) – He/she <u>fights crime</u>. (flies, disappears, freezes things, destroys, jumps, etc.) <p><u>Past Tense</u></p> <ul style="list-style-type: none"> – The police officer <u>stopped</u> the speeding car. 		<ul style="list-style-type: none"> – Explaining motivations to improve/change lives – Developing a favorable attitude towards books as a way to enrich life – Stimulating and expanding creativity and imagination <p>Sociocultural</p>

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
READING R.1. distinguish and understand the important information in everyday visual text. R.2. read patterned and predictable text. R.3. understand most of what occurs in a well-structured short story and can identify the story's main characters. R.PA.4. apply knowledge of basic syllabication rules when	<ul style="list-style-type: none"> – The firefighter <u>ran</u> into the burning building. – The young woman <u>saved</u> the life of her baby. <p><u>Simple past tense with prepositions of time (i.e., on, by, during)</u></p> <ul style="list-style-type: none"> – She represented the country <u>during</u> the Conference. – _____ was born <u>on</u> April 5, 1969. 		<ul style="list-style-type: none"> – Using different choices of greetings and leave takings according to context – Expressing positive politeness to express admiration, affection and gratitude – Expressing belief in one's own capacities and values – Expressing respect for diversity of gender

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>decoding two- or three-syllable and compound words (e.g., su/per, sa/cri/fice, su/per/he/ro, com/mu/ni/ty, bra/ve/ry).</p> <p>R.P.A.5 demonstrate knowledge of phonemic awareness by pronouncing sounds /s / z/in initial position and/<u>nk / n/</u> in final position and the diagraphs (th, sh, ph) in initial position.</p>	<ul style="list-style-type: none"> – He/she accomplished many things <u>by</u> 1999. <p><u>Comparative and superlative forms</u></p> <ul style="list-style-type: none"> – (Name of superhero) is <u>the strongest</u> of all the superheroes. – _____ is <u>stronger than</u> _____. – _____ is <u>as intelligent as</u> _____. 		<ul style="list-style-type: none"> roles and senior citizens in our society – Recognizing the importance of literature in people´s lives. – Gaining multiple cultural perspectives through the reading of literature pieces – Developing appreciation for literature

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SPOKEN INTERACTION</p> <p>SI.1. provide some information concerning special or famous people.</p> <p>SI.2. ask for information (e.g., what a hero is) as well as offer simple explanations to others.</p> <p>SPOKEN PRODUCTION</p> <p>SP.1. provide a short, simple account of something experienced (e.g., a personal</p>	<p><u>Adverbial phrases of cause and time</u></p> <ul style="list-style-type: none"> – My hero is important <u>because</u> (reason). – I can be a hero <u>when</u> I (action). – He/she became a hero after rescuing those people. <p><u>Sequencing adverbs with Modal “must”</u></p>		<p><u>Social Language and idioms/phrases</u></p> <p><u>Idioms</u></p> <ul style="list-style-type: none"> – To take the bull by the horns.(To make something hard in a brave determined way) – To fill someone’s shoes(to take someone’s place and do the work satisfactory)

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>experience with a significant person).</p> <p>SP.2. describe basic aspects of short story or fable.</p> <p>WRITING</p> <p>W.1. provide descriptions of different types of heroes.</p> <p>W.2. describe various aspects of life and achievements of different types of heroes. Can include concrete details such as what, where, and when.</p>	<ul style="list-style-type: none"> – First I <u>must</u> know the need. – Next I <u>must</u> make a plan. – Finally, I <u>must</u> thank my team. <p><u>WH Questions</u></p> <ul style="list-style-type: none"> – <u>What</u> made (name of person) a hero? – <u>Who</u> is your hero? – <u>Why</u> is he/she your hero? <p><u>Simple Present Tense</u></p>		<ul style="list-style-type: none"> – To go from zero to hero(someone with a sudden rise in popularity or success) – God helps those who help themselves= Don't just wait for things to happen to you. Work hard to achieve your goals. – Don't count your chickens before they are hatched.

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.3. write a short text with the help of illustrations, a little short story or fairy tale.</p> <p>ASSESSMENT STRATEGIES</p> <p>Using technically elaborated instruments for self-assessment and with the guidance of the teacher, the learner:</p>	<ul style="list-style-type: none"> – The story takes place in _____. – The characters are _____. – The story begins in/with _____. <p><u>Simple Past</u></p> <ul style="list-style-type: none"> – One upon a time, there was/were _____. 		<p>=You should not count on something until it happens.</p> <ul style="list-style-type: none"> – She found her prince charming. (she found her ideal mate)

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L.1 Gets the main idea of a short text when read aloud clearly and slowly.</p> <p>L.2 Gets the gist of a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly.</p> <p>L3. Recognizes the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are</p>	<ul style="list-style-type: none"> – The story was about _____. <p><u>Present progressive</u></p> <ul style="list-style-type: none"> – The main character is talking about. – The man is running when he sees a tall woman next to him. <p><u>Present perfect</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>read slowly, clearly and possibly repeated.</p> <p>R.1. Distinguishes the important information in everyday visual text.</p> <p>R.2. Reads patterned and predictable text.</p> <p>R.3. Recognizes most of what occurs in a well-structured short story and the story's main characters.</p>	<ul style="list-style-type: none"> – The three men have lived in the house for many years. – The child has not done the bed yet. <p><u>Interrogative past sentences beginning with "What."</u> <u>"Where"; "Who"</u></p> <ul style="list-style-type: none"> – Where did the story take place? 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.PA.4. Applies knowledge of basic syllabication rules when decoding two- or three-syllable and compound words (e.g., su/per, sa/cri/fice, su/per/he/ro, com/mu/ni/ty, bra/ve/ry).</p> <p>R.P.A. 5. Shows knowledge of phonemic awareness by pronouncing sounds /s / z/in initial position and/<u>nk</u> / <u>ŋ</u>/ in final position and the</p>	<ul style="list-style-type: none"> – What was the story about? – Who felt sad in the story? <p><u>Phonemic Awareness</u></p> <p><u>Segmenting regularly spelled two-syllable words and common CVC words including the sounds represented by:</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>diagraphs (th, sh, ph) in initial position.</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>SI.1. Provides some information concerning special or famous people.</p>	<ul style="list-style-type: none"> – Single letters, consonant blends, consonant digraphs, and diphthongs. (e.g. Changing lives, bravery, save, fire). – Decoding two- or three-syllable and compound words (e.g., sa/cri/fice, su/pe/ro/he/ro, com/mu/ni/ty) <p><u>Phonemic Awareness</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SI.2. Asks for information as well as offer simple explanations to others.</p> <p>SP.1. Provides a short, simple account of something experienced.</p> <p>SP.2. Describes basic aspects of a story, fairy tale or fable.</p> <p>W.1. Provides descriptions of different types of heroes and actions.</p>	<p><u>Practicing minimal pair sounds:</u></p> <p><u>s / z</u></p> <ul style="list-style-type: none"> – sip / zip – sue / zoo – place / plays – rice / rise – ice / eyes <p><u>Practicing digraphs</u></p> <ul style="list-style-type: none"> – (th, sh, ph) – think, teeth, – she, shield 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.2. Describes various aspects of life and achievements of different types of heroes.</p> <p>W.3. Writes, with the help of illustrations, a little short story or fairy tale.</p> <p>INTEGRATED MINI-PROJECT</p> <ul style="list-style-type: none"> – Planning and creating collaboratively an 	<p>– phone, photo</p> <p><u>Practicing minimal pair sounds:</u></p> <p><u>nk / n</u></p> <ul style="list-style-type: none"> – think / thing – sank / sang – bank / bang – rink / ring – sunk / sung <p>VOCABULARY</p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>ideal super hero to take care of a community problem (including characteristics and actions on how the hero would be “making a difference” and “changing or improving people’s lives”).</p> <ul style="list-style-type: none"> – Rehearsing and acting out the story to the whole class. 	<p>1.<u>National Heroes and famous people</u></p> <p><u>Heroes and famous people</u></p> <ul style="list-style-type: none"> – Community leaders/helpers – Sportsmen/women – scientists – actor/actress – religious leaders <p><u>Actions or Places of incidence</u></p>		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<ul style="list-style-type: none">– Planning and creating a digital comic book /writing and presenting the story to class.– Participating in self and co- assessment using technically designed instruments.	<ul style="list-style-type: none">– Community and national problems– entertaining people <p><u>Heroes/ famous people's characteristics</u></p> <ul style="list-style-type: none">– Brave, intelligent, strong...		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>IMP. Applies language competences in oral and written comprehension and oral and written production for describing world, national personal or fictional heroes and their achievements.</p> <p>Teacher and student use different types of technically designed instruments</p> <p>teachers and students assess the overall accomplishment of unit goals.</p>	<ul style="list-style-type: none"> – Who is your hero/ who do you admire the most? – I like.../ my favorite person/hero is... <p>2.<u>Super heroes and world famous people</u></p> <p><u>Super heroes</u></p> <ul style="list-style-type: none"> – Wonder woman – Batman <p><u>World Famous People</u></p> <ul style="list-style-type: none"> – Clodomiro Picado Twight 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – Anne Frank – Mother Theresa <p><u>Heroic actions (past tense)</u></p> <ul style="list-style-type: none"> – Volunteered – Died – invented/created <p><u>Heroic actions (present tense)</u></p> <ul style="list-style-type: none"> – Fights crime – Flies – Disappear 		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>3. My Hero is the Best.</p> <ul style="list-style-type: none">– Good/better/best– Intelligent/more intelligent/ the most intelligent– Strong/stronger/strongest <p><u>Information questions</u></p> <ul style="list-style-type: none">– Why is your hero the best of all?– Because, he can...		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – How she became a hero/famous? – She became famous when... <p>4. Tell me a Story</p> <p><u>Literature types</u></p> <ul style="list-style-type: none"> – Fables, short stories, fairy tales, comics, poetry, legends <p><u>Expressions and phrases</u></p> <ul style="list-style-type: none"> – What's your favorite book/novel/ fairy-tale? 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>My favorite story is _____. – I like short stories, but I don't like novels. – My favorite fairy-tale is _____ because _____</p> <p>– My favorite story character is _____ because _____. <u>Adjectives</u> – Interesting – Hilarious</p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – Entertaining <p><u>Expressions and phrases</u></p> <ul style="list-style-type: none"> – What is the story about? – Who are the main characters? – What did you like the most? <p><u>Descriptive words</u></p> <ul style="list-style-type: none"> – Crooked, Deep – Huge, Skinny 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">– Bitter, Delicious– Ancient, Mean– Good <p><u>Adverbs</u></p> <ul style="list-style-type: none">– Far away <p>5. Acting it Out!</p> <p><u>Expressions and phrases</u></p> <ul style="list-style-type: none">– What's my role?– What should I do?		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – Who goes first, second? – When is my turn? <p><u>Actions</u></p> <ul style="list-style-type: none"> – vary tone and volume of voice – Express your emotions (anger, delight, surprise, worry, fear) – Dress costumes – Use body language, miming and gesturing – Use pauses 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">– Elicit and ask questions– Let's put some special effects with sounds		

SCENARIO: Environmentally Speaking

THEMES:

- Why Is Litter Bad?
- What Can I Do about Litter?
- The Rainforest: a Treasure
- Are We Saying “Goodbye” to the Rainforest?

El presente documento constituye una guía flexible para que el docente oriente los procesos de mediación pedagógica.



Viceministerio Académico
Dirección de Desarrollo Curricular
Departamento de Primero y Segundo Ciclos

“Encendamos juntos la luz”

- Ways to Rescue it

Enduring understanding: Rainforests are tall, densely growing, broad-leaved evergreen trees in a tropical area with high annual rainfall. They recycle and clean water; protect against pollution and erosion, provide plants for food and medicine provide homes for many types of life forms. Litter is a behavior that harms the rainforest.

Essential Question: What are rainforests and what happens if they disappear? How litter damages the environment?

LANGUAGE FUNCTIONS

- Describing how litter effects the environment
- Describing cause and effect relationships
- Describing actions to clean public places from litter
- Describing places and things
- Describing the condition of the rainforests
- Giving advice

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
LISTENING L.1. understand the dialogue of a movie or cartoon when the visuals provide contextual support. L.2. understand simple procedural explanations if given slowly and clearly, and opportunity is given for clarification (e.g., how to do a project to have a cleaner	GRAMMAR AND SENTENCE FRAMES <u>Using verb tenses (past, present, and future)</u> <ul style="list-style-type: none"> – Litter pollutes rivers and sewers. – He planted some plants in the yard last week. – She will collect litter around school tomorrow. <u>Wh information questions in present tense</u>	<u>Discourse Markers</u> <u>Sequence adverbs-past tense</u> First, next, then, finally	<u>Psycho-social</u> <ul style="list-style-type: none"> – Showing intrinsic/extrinsic motivations for social responsibility focused on the community – Differentiating intrinsic and extrinsic motivations to take care of the rainforest – Discriminating between instrumental and integrative reasons to rescue the rainforest (personal benefit vs. community benefit)

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>school, how to live in a cleaner society).</p> <p>L.3. comprehend the general idea of overheard conversations.</p> <p>READING</p> <p>R.1. follow instructions for protecting the environment from litter (e.g., reuse, recycle, reduce litter)</p> <p>R.2. comprehend reading, analyze and enjoy texts.</p>	<ul style="list-style-type: none"> – Who leaves litter on the ground? – What can you do about litter? – Which kind of litter takes longer to decompose? <p><u>Sequencing adverbs</u></p> <ul style="list-style-type: none"> – First, we have to make a plan. – Then, we will present the plan to our teacher. – Finally, we will make a school campaign. 		<ul style="list-style-type: none"> – Expressing ethical and moral values when making decisions related to rainforest preservation <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> – Avoiding impoliteness when expressing contempt or dislike related littering – Expressing social responsibility in actions related to the environment

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.3. understand short instructions illustrated through step-by-step visuals (e.g., simple science experiments, instructions for art projects).</p> <p>R.PA. 4. Demonstrate knowledge of phonemic awareness.</p> <p>SPOKEN INTERACTION</p> <p>SI.1. ask for information (e.g., where trash cans are located, if students use trash cans) as well as offer simple explanations to others.</p>	<p><u>Explaining cause and effect using because and since</u></p> <ul style="list-style-type: none"> – Recycle bins are important because they help us separate garbage. – Litter is dangerous because it pollutes rivers. – The park is dirty since people throw garbage on the ground. <p><u>Verb forms (present and past tense)</u></p>		<ul style="list-style-type: none"> – Showing respect and politeness for others' feelings and opinions – Sharing experiences and concerns about the rainforest current situation – Using expressions of belief via graffiti, t-shirt slogans and catch phrases <p><u>Social Language Samples and idioms/phrases</u></p> <ul style="list-style-type: none"> – Take care of the earth and she will take care of you. – Show your care, do your

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SI.2. ask other students to confirm solutions to problems.</p> <p>SPOKEN PRODUCTION</p> <p>SP.1. describe, using simple words, their opinion of a situation or event (e.g. too much trash, ugly litter, dumping garbage).</p> <p>SP.2. provide a simple description of a studied object (e.g., describe a rainforest).</p>	<ul style="list-style-type: none"> – A rainforest is a living ecosystem. – Rainforests are warm and wet forests. – Rainforests grow in mountain regions. – I saw lots of insects. <p><u>Adjectives (different types)</u></p> <ul style="list-style-type: none"> – Some trees live for a hundred years. 		<p>share</p> <ul style="list-style-type: none"> – Save the planet – Go Green – Give a Hoot, Don't Pollute – Reduce, reuse, recycle

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SP.3. produce a summary of a short story expressed in a simple sequence of events</p> <p>WRITING</p> <p>W.1. write straightforward text on topics familiar to them using appropriate transitional words such as ‘and’, ‘but’ and ‘because’. Can use important connecting words to indicate chronological order (e.g., ‘then’, ‘after’, ‘later’).</p>	<ul style="list-style-type: none"> – Huge trees live in a rainforest. – You see that little light gets across the canopy. – Some trees drop their leaves. <p><u>Comparative and superlative forms</u></p> <ul style="list-style-type: none"> – Eating food grown in a sustainable way is (good, better, best) for the rainforest. 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.2. devise a timeline for a topic.</p> <p>W.3. engage in the writing process during pre-writing, drafting, editing and simple publications.</p> <p>W.4. apply conventions of standard English</p> <p>ASSESSMENT STRATEGIES</p> <p>Using technically elaborated instruments for self-</p>	<ul style="list-style-type: none"> – Learning about the rainforest is (good, better, best) for students. – Using palm oil is (bad, worse, worst) for the rainforest. <p><u>Sequencing adverbs with can and should</u></p> <ul style="list-style-type: none"> – First, you should save water. – Next, you can educate people. 		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Recognizes the dialogue of a movie, cartoon or documentary.</p> <p>L.2 Recognizes simple procedural explanations if given slowly and clearly.</p> <p>L.3. Recognizes the general idea of overheard conversations.</p>	<p>– Then, you should plant trees.</p> <p>– Finally, we should recycle.</p> <p><u>Simple present using (S+V+PP) pattern</u></p> <p>– Different species live in the rain forest.</p> <p>– Ferns grow in the rainforest.</p> <p>– Rainforests are in different parts of the country.</p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.1. Follows instructions as part of daily activities.</p> <p>R.2. Recognizes readings, analyzes and enjoys texts</p> <p>R.3. Recognizes short instructions illustrated through step-by-step visuals.</p> <p>R.PA.4. Distinguishes between sounds /v/ / b/ in words.</p> <p>Using different types of technically designed</p>	<p><u>Simple present and simple past using (S+V+O+PP) pattern.</u></p> <ul style="list-style-type: none"> – The boy saw a toucan in a tree. – The guide drove the tourists through the rainforest. – The woman went into the rain forest. <p><u>Wh information questions in present</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>SI.1. Asks for information as well as offer simple explanations to others.</p> <p>SI.2. Asks other students to confirm solutions to problems.</p> <p>SP.1. Describes using simple words, their opinion of a situation or event.</p>	<p><u>tense</u></p> <ul style="list-style-type: none"> – Why are rainforests important? – What can we do to rescue the rainforest? – What causes harm to the rainforest? <p><u>Phonemic Awareness</u></p> <p>Sequencing event using transition words in a sentence frame (e.g., first, next, finally)</p> <p>Practicing minimal pair sounds: v / b</p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SP.2. Provides a simple description of a studied object</p> <p>SP.3. Produces a summary of a short story expressed in a simple sequence of events.</p> <p>W.1. Writes straightforward text on topics familiar to them using appropriate transitional words such as ‘and’, ‘but’ and ‘because’</p> <p>W.2. Devises a timeline for a topic.</p>	<p>vote / boat very / berry van / ban vest / best vet / bet vat/bat Practicing silent letters (kn, wr, gn)</p> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> - Cognates and false cognates 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.3. Uses simple grammatical structures to write a short text.</p> <p>W.4. Applies conventions of standard English (e.g., advertisement, labeling a photo essay).</p> <p>INTEGRATED MINI-PROJECT</p> <ul style="list-style-type: none">– Planning and creating collaboratively an ad, video or campaign for English-speaking tourists or the school community about the importance of	<ul style="list-style-type: none">– Creation of new words when a specific grapheme is changed, added, or removed in the initial, medial, or final position (e.g., face to place to space)– Applying knowledge of affixes to base words in context: tree --> trees protect--> protects --> protected --> protecting		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>preserving the rainforest and keeping the environment clean.</p> <p>Preparing a presentation supported with visuals, rehearsing it and reporting it to class.</p> <p>ASSESSMENT IMP</p> <p>IMP. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher</p>	<p>Practicing minimal pair sounds: f / tʃ</p> <p>shoes / choose</p> <p>sheep / cheap</p> <p>wash / watch</p> <p>mash / match</p> <p>cash / catch</p> <p>VOCABULARY</p> <p><u>Vocabulary</u></p> <p>1. <u>Why is litter bad?</u></p>		

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
collects information about how learners apply language competences in oral and written comprehension and oral and written production for describing the value of preserving the rainforest and keeping the environment clean, and Asking for and giving information	<u>What is litter?</u> <u>Objects</u> <ul style="list-style-type: none"> – (Old) food – Paper and plastic used for wrapping things – (Empty) containers – Garbage – Trash – Waste – Ground <u>Verb forms (simple present)</u> <ul style="list-style-type: none"> – Litter – Be 		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">- Throw- Affect<u>Nouns</u><ul style="list-style-type: none">- Water- Health- Recreation- Environment- Ecology<u>Verb forms (simple present)</u><ul style="list-style-type: none">- Pollute- Affect- Trap- Look		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">– Cause<u>Adjectives</u><ul style="list-style-type: none">– Ugly– Dirty2. <u>What can I do about litter?</u><u>Nouns</u><ul style="list-style-type: none">– Garbage– Goods/products<u>Verb forms (present and future tense)</u><ul style="list-style-type: none">– Reuse– Recycle– Reduce		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">- Dispose- Clean- Dispose- Use/buy <p><u>Adjectives</u></p> <ul style="list-style-type: none">- Reusable- Recyclable- Right- Responsible <p><u>Where does litter go?</u></p> <p><u>Nouns</u></p> <ul style="list-style-type: none">- Rivers- Containers- Sewers		

“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> – Streets – Lot – Ocean <p><u>Verb forms (present and future tense)</u></p> <ul style="list-style-type: none"> – Damage – Destroy – Travel – Go – Throw <p><u>Adjectives</u></p> <ul style="list-style-type: none"> – Dangerous – Harmful 		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>3. <u>The Rainforest: a treasure</u></p> <p><u>Verb forms (simple present and simple past tense)</u></p> <ul style="list-style-type: none">– <u>Be</u>– <u>Have</u>– <u>See</u> <p><u>Nouns</u></p> <ul style="list-style-type: none">– Rainfall– Climate– Flora and fauna– Canopy– Species		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>Adjectives</u></p> <ul style="list-style-type: none">– Warm– Dense– Exotic– Tropical– Dark <p><u>Climate</u></p> <ul style="list-style-type: none">– Humid– Cloudy– Rainy <p>4. <u>Are we saying “Goodbye” to the Rainforest?</u></p>		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>Threats (nouns)</u></p> <ul style="list-style-type: none">– Urbanization– Deforestation– Irresponsible tourism– Road construction– Hunting– Pollution– Wildfires <p><u>Verb forms</u></p> <ul style="list-style-type: none">– Cut down– Damage– Destroy– Build		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">– Cause 5. <u>Ways to Rescue It</u> <u>Verb forms</u><ul style="list-style-type: none">– Protect– Value– Educate– Plant– Save– Use<u>Adjectives</u><ul style="list-style-type: none">– Endangered		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">– Sustainable– Less <p><u>Nouns</u></p> <ul style="list-style-type: none">– Biodiversity– Landscape– Wildlife– Paper <p><u>My Role into the Rainforest</u></p> <p><u>Rescue.</u></p> <p><u>Verb forms</u></p> <ul style="list-style-type: none">– Make a plan– Reduce		



“Encendamos juntos la luz”

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none">– Reuse– Recycle– Save (water)– Print (on both sides)– Tell– Donate– Learn <p><u>Nouns</u></p> <ul style="list-style-type: none">– Class/community projects– Species– Money <p>Time</p>		



SCENARIO: Staying Safe in the Digital Word

THEMES:

- The Latest School Gadgets on the Market
- Let's Make a Project using Technology
- Technology Unwritten Rules
- Let's plan a party!
- Future me!

Enduring understanding: Staying safe means avoiding publishing private information and knowing what information to share and with whom.

Essential Question: How can we stay safe chatting online? How can technology bring people together?

LANGUAGE FUNCTIONS

- Describing preferences about technological gadgets
- Describing steps for using technological gadgets and applications
- Describing safety rules for using technology
- Describing actions and items to organize a party

- Describing future plans and events

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LISTENING L.1. comprehend the general idea of overheard conversations. L.2. generally identify changes in the topic of discussion if people speak slowly. L.3. follow verbal instructions for an activity	GRAMMAR AND SENTENCE FRAMES <u>Simple present tense</u> <u>irregular verbs:</u> <ul style="list-style-type: none"> – The best social network is Twitter. – You have to log in first. – She does her work in the computer. 	<u>Linkers: sequential – past time</u> <u>Sequence adverbs-past tense</u> First, next, then, finally –	<u>Psycho-social</u> <ul style="list-style-type: none"> – Expressing openness to and interest in new experiences, other persons, ideas, peoples, societies and cultures – Identifying the human need to communicate, have family ties and friends.

El presente documento constituye una guía flexible para que el docente oriente los procesos de mediación pedagógica.

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>when spoken clearly and slowly.</p> <p>L.4. understand a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly (e.g., another student's report on a classroom project).</p> <p>READING</p> <p>R.1. understand the main points in a straightforward personal communication if the topic is familiar.</p>	<p><u>Simple past –ed, regular verbs</u></p> <ul style="list-style-type: none"> – He posted on Facebook. – She liked his post. – She downloaded interesting software. <p><u>Simple past, irregular verbs</u></p> <ul style="list-style-type: none"> – We made a mistake when we registered online. – They took our personal information from Facebook. 		<ul style="list-style-type: none"> – Recognizing different personality traits such as loquacity/taciturnity; introversion/extroversion; meticulousness/carelessness <p>Sociocultural</p> <ul style="list-style-type: none"> – Using conventions for turn taking when communicating via tech devices – Avoiding impoliteness when expressing contempt or dislike when communicating with others (e.g. the use of

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<p>R.2. understand the main information in short articles and reports (e.g., how people celebrate events in other places) if they deal with familiar subjects.</p> <p>R.3. understand short instructions illustrated through step-by-step visuals (e.g instructions for a project).</p>	<ul style="list-style-type: none"> – I found a website to play games online. <p><u>Simple future</u></p> <ul style="list-style-type: none"> – I will add that app to my phone. – She will text me the directions. – He will email the photos to me. <p><u>Comparative and superlative forms</u></p>		<p>ALL CAPS in a text is considered shouting)</p> <ul style="list-style-type: none"> – Using the appropriate expressions when greeting, making invitations, arriving at a party, and saying goodbye – Expressing positive politeness by offering gifts, food, drinks and hospitality – Showing politeness when sharing experiences and future plans with others.

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<p>R.PA.3. demonstrate knowledge of phonemic awareness.</p> <p>SPOKEN INTERACTION</p> <p>SI.1. ask appropriate questions during a conversation to ensure the other person understands them. (e.g., You know what I mean? Does that make sense?)</p> <p>SI.2. take part in simple social interactions asking people about uses of</p>	<ul style="list-style-type: none"> – What is the best online research tool? – Is Instagram better than Snapchat? – Which is worse – Facebook or Twitter? <p><u>Repeating nouns as modifiers</u></p> <ul style="list-style-type: none"> – My brother is a video gamer. – I visit many internet websites. – I clicked on the menu bar. 		<ul style="list-style-type: none"> – Expressing admiration about a person's future plans and expectations. <p><u>Social Language Samples and idioms/phrases</u></p> <p><u>Idioms</u></p> <ul style="list-style-type: none"> – She breaks up with her boyfriends in texts. – They keep up with the news on Twitter. – Take a selfie. –

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<p>technology, importance of it, unwritten rules and dangers.</p> <p>SI.3. ask for a word to be spelled out and can spell out names or words themselves.</p> <p>SPOKEN PRODUCTION</p> <p>SP. 1. provide a short, simple account of something experienced (e.g., things that they can do for fun or ways to use technology for studying).</p>	<p><u>Phrasal verbs</u></p> <ul style="list-style-type: none"> – I had to log in/out. – You have to scroll up/down the page to find the information. – A stranger hacked into my computer. <p><u>Plural and singular possessive pronouns</u></p> <ul style="list-style-type: none"> – His favorite game is Grand Theft Auto. 		<p><u>Expressions</u></p> <ul style="list-style-type: none"> – Let's get this party started. – I'm having a blast. – This party is a blowout. <p><u>Expressions</u></p> <ul style="list-style-type: none"> – Climbing/ed corporate ladder – Going far (in the world) – Behave yourselves

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<p>SP.2. provide a short, simple account of something experienced (e.g., a class project or a party).</p> <p>WRITING</p> <p>W.1. use simple grammatical structures.</p> <p>W.2. write down key words and phrases during an oral presentation.</p> <p>W.3. exchange useful information with friends in emails or short notes/texts.</p>	<ul style="list-style-type: none"> – Her favorite app is WhatsApp. – We do homework on our laptops. <p><u>Yes/no questions with “to be”</u> <u>in a variety of verb tenses.</u></p> <ul style="list-style-type: none"> – Are you safe online? – Are your friends online gamers? – Were your parents internet users when they were young? <p><u>Negative imperatives in simple present</u></p>		

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<p>W.4. apply conventions of standard English.</p> <p>ASSESSMENT STRATEGIES</p> <p>Using technically elaborated instruments for self-assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Recognizes the general idea of overheard conversations.</p>	<ul style="list-style-type: none"> – Don't open e-mails from strangers. – Don't share your password. – Don't be impolite. <p><u>Modal “can” to express possibility/ability</u></p> <ul style="list-style-type: none"> – People can steal your information. – You can be victim of cyberbullying. – You can send e-mails. <p><u>Using verb tenses (past, present, and future)</u></p>		

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<p>L.2. Identifies changes in the topic of discussion if people speak slowly.</p> <p>L.3. Follows verbal instructions for an activity when spoken clearly and slowly.</p> <p>L.4. Recognizes a presentation on a topic when the subject is familiar.</p> <p>R.1. Understands the main points in a straightforward personal communication.</p>	<ul style="list-style-type: none"> – We had/have/will have a party. – At the party we danced/dance/will dance. – We need some music for the party. <p><u>Yes/No questions with “would”</u></p> <ul style="list-style-type: none"> – Would you like to dance? – Would you like a drink? 		

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<p>R.2. Recognizes the main information in short articles and reports</p> <p>R.3. Recognizes short instructions illustrated through step-by-step visuals.</p> <p>R.PA.4.1 Establishes knowledge of phonemic awareness by segmenting words into syllables.</p>	<ul style="list-style-type: none"> – Would you like something to eat? <p><u>Demonstrative pronouns</u> <u>(this/that, these/those)</u></p> <ul style="list-style-type: none"> – These are the cups for the drinks. – That's my friend Nela. – This is the dip for the chips. <p><u>Sequencing adverbs</u></p> <ul style="list-style-type: none"> – First, we need to find a place. 		

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<p>R.PA.4.2 Produces the sounds i / i: v / b through phonemic awareness.</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>SI.1. Asks appropriate questions during a conversation to ensure the other person understands them.</p>	<ul style="list-style-type: none"> – After that, we have to make the invitations. – Finally, we will order pizza for everybody. <p><u>Adverbs of place</u></p> <ul style="list-style-type: none"> – Put the (pizza/radio/balloons) here. – Go outside to (take pictures/do karaoke). – Go inside to (play games/eat pizza). 		

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<p>SI.2. Takes part in simple social interactions asking people about uses of technology.</p> <p>SI.3. Asks for a word to be spelled out.</p> <p>SP.1. Provides a short, simple account of something experienced.</p> <p>SP.2. Provides a simple description of a common object or event.</p>	<p><u>Prepositions of action and movement</u></p> <ul style="list-style-type: none"> – Take the garbage out. – Take the cake from the kitchen to the living room. – Put the rice on a plate. <p><u>Sequencing Adverbs with simple present tense and future tense</u></p> <ul style="list-style-type: none"> – First, you have to study hard. – Next, you have to be positive. 		

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<p>W.1. Uses simple grammatical structures.</p> <p>W.2. Writes down key words and phrases during an oral presentation.</p> <p>W.3. Exchanges useful information with friends in emails or short notes/texts.</p> <p>W.4. Applies conventions of standard English.</p> <p>INTEGRATED MINI-PROJECT</p>	<ul style="list-style-type: none"> – Then, you have to go to a Technical School. – Finally, you will have to study at the university. <p><u>Frequency Adverbs with future tense.</u></p> <ul style="list-style-type: none"> – I will never drop out of school. – I will always make a schedule. – She will never study abroad. 		

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<ul style="list-style-type: none"> – Planning and creating collaboratively videos or illustrated posters about the classroom’s favorite electronic gadgets, characteristics, and cost ways of being safe when using the Internet. Using videos or posters to make party invitations and show future plans. 	<p><u>Intensifier Adverbs</u></p> <ul style="list-style-type: none"> – Studying will be too hard. – My job will not be easy. – It is important to be very honest. <p><u>Phonemic Awareness</u></p> <p>Decoding regularly spelled multi-syllabic words and compound words, including the sounds represented by</p>		

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<ul style="list-style-type: none"> – Rehearsing it and reporting it in oral and written form to the class. Participating in self and co-assessment using technically designed instruments. 	consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck as in trick, pick, show, shelter, think, them, then) and diphthongs (e.g., ea, ie, ee as in email, gamer, computer) and r-controlled vowels. (smartphone)		
ASSESSMENT IMP IMP. Using different types of technically designed instruments to assess the	<u>Phonemic Awareness</u> Practicing minimal pair sounds: i / i:		

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overall accomplishment of unit goals, the teacher collects information about how learners apply language competences in oral and written comprehension and oral and written production for describing main technological devices, applications, uses, risks and how to get protected. Students also use technology to make	ship / sheep chip/cheap ship / sheep it / eat hit / heat bin / bean live / leave Practicing minimal pair sounds: v / b vote / boat		

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invitations to graduation party and describe future pp Asking for and giving information using key vocabulary and sentence frames.	very / berry van / ban vest / best vet / bet VOCABULARY <u>Vocabulary</u> <u>1.The latest school gadgets on the market</u> <u>Tech devices</u> <ul style="list-style-type: none"> – Smart phones – Tablets – Laptops 		

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	<p><u>Verb forms (present tense)</u></p> <ul style="list-style-type: none">– Home shopping– Email– Text– Buy– Go– Post– Social– Work <p><u>2.Let's make a project using technology</u></p> <p><u>Tech terms</u></p>		



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	<ul style="list-style-type: none">– Laptop computer– Gamer– App (application)– Internet– Facebook– Twitter– WhatsApp– Website <p>Verb forms (present tense)</p> <ul style="list-style-type: none">– Try– Use– Read– Talk		

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	<p><u>3. Technology unwritten rules</u></p> <p><u>Does and Don'ts</u></p> <ul style="list-style-type: none"> – Don't share passwords. – Don't agree to meet a stranger. – You're responsible for your posts or messages. – Speak with respect to one another on the phone or in a text. 		

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	<p><u>Verb forms (simple present)</u></p> <p><u>Things to be careful about</u></p> <ul style="list-style-type: none"> – Believe everything you see or read in the internet. – Talk or text when you are in the company of someone else. – Talk on your cell phone in a public place where others can hear your conversation. 		

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	<ul style="list-style-type: none"> – Take pictures or video of someone without his/her permission. – Write messages in all caps. – Open an email from a stranger. – Technology's unwritten rules <p><u>Tips for using technology safely and responsibly</u></p> <p><u>Possible risks</u></p> <ul style="list-style-type: none"> – You can lose privacy. 		



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	<ul style="list-style-type: none">– You can lose social interaction.– You can become tech dependent.– You can be victim of cyberbullying.– You can find inappropriate content.– People can suffer an accident when they use their phones while driving or walking.		

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	<ul style="list-style-type: none"> – Strangers can try to contact you on the internet or cell phone. – People can use your image for negative purposes. – You can waste a lot of time using technology. – People can steal your information. <p><u>4.Let's Have a Party Time</u></p> <p><u>Expressions</u></p> <p>Would you like to come to my party?</p>		

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	<p>Let's have a party?</p> <ul style="list-style-type: none"> – <u>Need</u> – <u>Have</u> – <u>Buy</u> <p><u>Party items:</u></p> <ul style="list-style-type: none"> – Balloons – Mp3 player – Cake – Chips – Invitations <p><u>Party locations:</u></p> <ul style="list-style-type: none"> – community center 		

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	<ul style="list-style-type: none"> – my house – the backyard – the front porch <p><u>Sending Invitations</u></p> <p><u>Expression</u></p> <p>You are cordially invited ...</p> <p>Let's make the invitations.</p> <p><u>Action verbs</u></p> <ul style="list-style-type: none"> – Design – Send out – Create – Go to – Having (a party) – Hope 		

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	<ul style="list-style-type: none"> – Come . – See – Enjoy <p><u>Things to take into account</u></p> <ul style="list-style-type: none"> – Place, Date – Time, Address – Social media invitation – E-card, Website <p><u>Sequencing adverbs</u></p> <ul style="list-style-type: none"> – First – Next – Then, Finally <p><u>5. Future me</u></p>		

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	<p><u>Verb forms (future with “will”)</u></p> <ul style="list-style-type: none"> – I will probably be a doctor. – I will have to go to the university. – I will have to study hard. <p><u>Academic options</u></p> <ul style="list-style-type: none"> – High school – Technical high school – University <p><u>Adjectives</u></p> <ul style="list-style-type: none"> – Persistent 		

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	<ul style="list-style-type: none"> – Responsible – Polite – Optimistic – Confident <p><u>Values and beliefs</u></p> <p><u>Verb forms (simple present)</u></p> <ul style="list-style-type: none"> – I want to become a professional. – I want to be an engineer. – I need to study hard. – I think that.. 		

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	<ul style="list-style-type: none"> – It's important to.. <p><u>Values</u></p> <p>Good attitude, hard-work,teamwork</p> <p><u>Personality factors</u></p> <p>Hardworking,positive, well-organized</p> <p><u>Verb forms (future with “will”)</u></p> <ul style="list-style-type: none"> – I will live in an apartment. – I will have a big family. 		



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	<ul style="list-style-type: none">– I will travel to many parts of the world. <p><u>Family</u></p> <p>Son, daughter, wife children</p> <p><u>Marital Status</u></p> <ul style="list-style-type: none">– Bachelor– Married		