



## Lesson Plan 2023 First and Second Cycles

### Presentation

The following is an example of a lesson plan for sixth grade according to the 2023 template and guidelines. The information is based on the teacher's guide for unit 1.

This document provides examples of the mediation strategies for two assessment strategies of Unit 1, week 1, sixth grade. Both examples show how the general competences are articulated in the mediation by including specific actions. For the sake of simplicity, the scope and sequence and the Pre-teaching stage have been removed. However, the integrating actions can also be included in that stage, too.

For didactic purposes, the integrating actions have been written in a green font, and they are underlined to show where and how they have been included in the lesson plan.

The general competence is *Responsible Citizenship*, and the integrating actions chosen for these examples are:

“Exploración y propuesta de soluciones a desafíos de la vida real.”



Página 2 de 24

“Vinculación con el entorno cercano, nacional y global para el fortalecimiento de la identidad cultural.”

If you are interested in learning more about competences, in the following link you will find a couple of documents that include concepts and examples of integrating actions about them:

<https://ddc.mep.go.cr/documentos>





<b>Term:</b> I	<b>Level:</b> Sixth Grade	<b>Unit:</b> 1	<b>Week:</b> 1
<b>Domain:</b> Socio–interpersonal	<b>Scenario:</b> Costa Rican Heroes	<b>Theme:</b> National Heroes and Famous People	
<b>Enduring Understanding:</b> Heroes make sacrifices to improve the lives of those they serve.			
<b>Essential Question:</b> What actions define a hero?			
<b>GENERAL COMPETENCES</b>			
<ul style="list-style-type: none"> <li>• Responsible Citizenship ( X )</li> <li>• Life Competences ( )</li> <li>• Competences for Employability ( )</li> </ul>			
<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>	
<b>Grammar &amp; Sentence Frames</b>	<b>Function</b>	<b>Psycho–social</b>	



<p><u>Simple present tense and personal subject pronouns (SVC)</u></p> <ul style="list-style-type: none"> <li>– (Juan Santamaria, Sandra Cauffman,) are <u>national heroes/famous people</u>.</li> <li>– He/she is <u>sacrificial</u>. (brave, courageous)</li> <li>– He/she <u>fight crime</u>. (flies, disappears, freezes things, destroys, jumps, etc.)</li> </ul> <p><b>Phonemic Awareness</b></p> <p><u>Segmenting regularly spelled two-syllable words and common CVC words including the sounds represented by:</u></p>	<p>Describing people’s achievements and personal characteristics</p> <p><b>Discourse Markers</b></p> <p>Linkers: Sequential – past tense</p> <p>First, then, after that, finally</p>	<ul style="list-style-type: none"> <li>– Expressing respect and pride for local and national culture, outstanding people, family and friends</li> </ul> <p><b>Socio-cultural</b></p> <ul style="list-style-type: none"> <li>– Using different choices of greetings and leave takings according to context</li> <li>– Expressing positive politeness to express admiration, affection and gratitude</li> </ul> <p><b>idioms/ phrases</b></p> <ul style="list-style-type: none"> <li>– To take the bull by the horns.(To make something hard in a brave determined way</li> </ul>
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<p>– Single letters, consonant blends, consonant digraphs, and diphthongs. (e.g. Changing lives, bravery, save, fire).</p> <p><b>Vocabulary</b></p> <p>1. <u>National Heroes and famous people</u></p> <p><u>Heroes and famous people</u></p> <ul style="list-style-type: none"><li>– community leaders/helpers</li><li>– sportsmen/women</li><li>– scientists</li><li>– actor/actress</li><li>– religious leaders</li></ul> <p><u>Actions or Places of incidence</u></p>		
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<ul style="list-style-type: none"> <li>- community and national problems</li> <li>- entertaining people</li> </ul> <p><u>Heroes/ famous people's characteristics</u></p> <ul style="list-style-type: none"> <li>- Brave, intelligent, strong...</li> </ul> <p><u>Information questions</u></p> <ul style="list-style-type: none"> <li>- Who is your hero/ who do you admire the most?</li> <li>- I like.../ my favorite person/hero is...</li> </ul>			
<p><b>Assessment Strategies &amp; Evidences of learning</b></p>	<p><b>Goals</b></p>	<p><b>Pedagogical Mediation/ Didactic Sequence</b></p>	<p><b>Time</b></p>



(Diagnostic, formative, summative)			
Learner...	Learner can		
L.1. gets the main idea of a short text when read aloud clearly and slowly.	L.1. get the main idea of a short text when read aloud clearly and slowly.	<p><b>Pre-task</b></p> <p>The teacher asks students to listen carefully to an audio that he/she is going to play. He / She asks them to try to guess what is going on. The teacher plays the audio (no video) of a space shuttle lift off. In the following link, you will watch a video about the final countdown of a space shuttle lift off:</p> <p><a href="https://www.youtube.com/watch?v=2CDHXqItJWc">https://www.youtube.com/watch?v=2CDHXqItJWc</a></p> <p>Students will think about it individually. Share their answers in pairs and finally, share their answers with the whole group.</p>	40 minutes



		<p>The teacher collects their answers, writes some down on the board and plays the video for all of them to check their answers.</p> <p>Next, the teacher asks them if they know what they will be studying in that lesson. After some students make their guesses, the teacher introduces the goal of the lesson: They will listen to a short audio about a famous Costa Rican to get the main idea.</p> <p>The teacher asks the students what they know about space exploration and NASA and if they know the name of any astronaut. If the students mention words that are in the audio, the teacher can write them down for later.</p> <p>The teacher writes down the key words on the board: <b>degree, plasma, space shuttle, retiring, rocket engine, awards</b>. The teacher asks students to line up and walk slowly in front of the words. If they know the meaning of any of the words, they can take a marker and write down a check (✓) next to it.</p>	
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Based on that information, the teacher will get some feedback about how much students know about the new words in order to move to the next step.

The teacher shows each word at a time in a sentence with a picture attached (See **Appendix 2**). He/She reads each sentence and gives a short explanation about what each word means trying to accompany this with some gestures. For example, (Teacher reads the sentence for **retiring**.) Then, he/she says retiring is when you finish working after many years of doing it.

Now, the teacher reads the sentences and asks students to repeat after him/her.

#### Task-rehearsal

Using **Appendix 2**, the teacher makes statements with the words to clarify their meanings. If what the teacher says is true, they raise their right hand and say: “Yes.”. If what the teacher says is wrong, they raise their left hand and say: “No.”.



Example: The rocket engines gives the power to the space shuttle.  
(Yes.)

You finish fifth grade in school, and you get a degree. (No.)

Ask them to write down the sentences from **Appendix 2** in their notebooks or make a small copy with the sentences. Show students **Appendix 3**. Students will sit down in pairs. One of them will read one sentence at a time, and the other will say the number of the picture. They switch roles.

In the same or different pairs, one student will call a number from **Appendix 3**, and the other student has to say the word. They switch roles as they do it. They have the sentences in their notebooks or in a piece of paper.

**Note:** Challenge your students to keep track of their right answers and to try to get them all right.

The teacher tells students that they are going to listen to some information about a famous Costa Rican because they need to



<p>L.1.1. identifies relevant information (who, what) in a short text that describes people's achievements and personal characteristics when read aloud clearly and slowly.</p>		<p>make a short oral presentation for students from a school in the USA.</p> <p>The teacher writes a couple of questions on the board or gives students a copy with the questions. In the following link, you will find a short audio about Franklin Chang Díaz:</p> <p><a href="https://recursos.mep.go.cr/sitio_primaria_ingles/sesto.html">https://recursos.mep.go.cr/sitio_primaria_ingles/sesto.html</a></p> <p>1. Who is the speaker talking about?</p> <p>( ) Neil Armstrong ( ) Michael Lopez-Alegria ( ) Franklin Chang Díaz</p> <p>2. What is the audio about?</p> <p>( ) Dr. Chang's life and achievements</p> <p>( ) Dr. Chang could not speak English.</p> <p>( ) Dr. Chang was an astronaut.</p>	
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<p>L.1.2. gets the main idea of a short text about people's achievements and personal characteristics when read aloud clearly and slowly.</p>		<p>Very quickly, the teacher checks if all students were able to complete the exercise, and if there is no need for repetition.</p> <p>If they all did, the teacher asks students to compare answers with a partner. They, they all share the answers, and the teacher writes them down on the board.</p> <p><b>Note:</b> The teacher can ask students why they think that one particular answer is the right one and listen to their arguments.</p> <p><b>Task completion</b></p> <p>The teacher tells the students that they are going to listen to the audio again to get more information that they need for their presentation.</p> <p>What is the main idea of the audio?</p> <p>( ) As a young boy, Dr. Chang dreamed about becoming an astronaut and going into space.</p>	
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( ) When Dr. Chang was a boy, he had a dream, and he worked hard to make it real.

( ) Dr. Chang worked hard to receive a Doctor of Science degree in applied plasma physics.

Quickly, the teacher checks if all students were able to complete the task. Try to check how certain students are with their choice. The teacher can ask them to show with their hands how certain they are: 1 finger: Not sure. 2 fingers: A little uncertain 3 fingers: Totally sure

**Task assessment**

The teacher walks around the classroom to look at the students' answers. He/She asks them to get in pairs, compare answers and talk about the reasons why they pick the option that they did. After that, the teacher asks volunteers to share their answers with the whole group, and he/she writes them on the board. The teacher uses an instrument to evaluate the students' performance.



		<p><u>The teacher asks students: How did Dr. Chang make his dream come true? (he worked hard) The teacher asks follow up questions such as: Do you think that working hard can be a way to face challenges in life?</u></p> <p><u>Finally, he/she asks them: What emotion or feeling do you have when you know that Dr. Chang is Costa Rican? (The teacher can help them with the necessary vocabulary to express their feelings or emotions).</u></p> <p><b>Post task:</b> If all students do well in the task completion, the teacher tells students that they are going to sit down in pairs and pretend that their classmate does not know anything about Dr Franklin Chang, so they are going to tell him/her about what they learned from the audio.</p>	
SI.1. provides some information	SI.1. provide some information	Pre-task	40 minutes



<p>concerning special or famous people.</p>	<p>concerning special or famous people.</p>	<p>The teacher shows students the picture of Shirley Cruz and asks students:</p> <p>What questions would you like to ask Shirley Cruz about her achievements, personality, life, work?</p> <p>Students write down a question on a post-it paper. Then, when all of them have written down a question, they go to paste their paper on the board.</p> <p>The teacher reads all the questions and selects some (5 or 6) and writes them down on the board.</p> <p>The teacher tells students that he/she is going to show the picture of Shirley Cruz again and say something brief about her, and they have to ask him/her the questions written on the board to know more about her.</p> <p>Example: This is a person that I admire (Shows picture of Shirley and makes a pause). The teacher waits for students to ask him/her some of the questions that are on the board. In <b>Appendix</b></p>	
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<p>SI.1.1. brainstorms with a partner vocabulary, phrases and questions to ask and respond about someone's achievements and</p>		<p>6, the teacher will find some basic information about Shirley to answer the questions)</p> <p><u>The teacher asks students to sit down in pairs and answer these two questions: Where is Shirley Cruz from? How do you feel when you know about what she has done and that she is Costa Rican? (Students should be familiar with these two questions from previous tasks.)</u></p> <p><u>As a whole group, they share their answers. The teacher wraps up with some main ideas written on the board.</u></p> <p><b>Task-rehearsal</b></p> <p>The teacher asks students to look for and brainstorm information about a famous Costa Rican that they admire a lot and bring it to class. They have to include information related with physical</p>	
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<p>personal characteristics.</p>		<p>characteristics, personal data and achievements. Students should bring a picture if possible.</p> <p><b>Note:</b> Have a couple of simple biographies of famous Costa Ricans to give to those students who do not do the assignment.</p> <p>The teacher asks students to follow these steps:</p> <ol style="list-style-type: none"> <li>1. With information that they brought, students sit down in pairs and talk about the most important details about each person that they have. They help each other to fill out the following table about the person that they have. The teacher lets his/her students know that they do not have to complete all columns if they do not have the information.</li> </ol> <table data-bbox="777 1120 1774 1282"> <tr> <td>Personal Information</td> <td>Sports Achievements</td> <td>Personal Achievements</td> <td>Personal Characteristics</td> </tr> </table>	Personal Information	Sports Achievements	Personal Achievements	Personal Characteristics	
Personal Information	Sports Achievements	Personal Achievements	Personal Characteristics				



<p><b>SI.1.2.</b> responds to questions about people's achievements and personal characteristics.</p>		<p>2. In the same pairs, they will help each other to write down possible questions for the information in the table. If students include different questions from the ones practiced before, the teacher can write them down on the board. <u>Students can include one or two of the questions that were included as integrating actions.</u></p> <p>3. Once they have all the questions ready, they can start practicing.</p> <p><b>Task completion</b></p> <p>This time, students complete the task taking turns trying not to depend on their notes. This is the situation: A friend of yours from another country wants to know about a famous Costa Rican that you admire. Your friend will ask you questions about that person. Start by showing the picture of that person and saying: This is a</p>	
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famous Costa Rican that I admire... Students should practice until they feel that they are successful completing the task.




**Note:** The teacher should ask learners to try not to depend on their notes and practice several times to build on fluency.

#### Task assessment

Students can call their teacher to their places and perform the task in front of him/her if they finish before the others. Some volunteers can go to the front of the class. The teacher uses an instrument to evaluate the students' performance.

**Post task:** The teacher asks students to sit down in groups of four. Every student writes down the name of a famous Costa Rican in his/her notebook or piece of paper. Students exchange papers and write down as many questions as they can about that person. They send it back to the paper's owner, and volunteers can answer the questions if they want and know the answers.



Learner Self-Assessment			
<i>I can</i>	 <i>Achieved</i>	 <i>In progress</i>	 <i>Not achieved yet</i>
L.1.1. identify relevant information (who, what) in a short text that describes people's achievements			



			and personal characteristics when read aloud clearly and slowly.					
			<b>L.1.2.</b> get the main idea of a short text about people's achievements and personal characteristics when read aloud clearly and slowly.					
			<b>SI.1.1.</b> discuss with a partner basic information					



			to describe someone's achievements and personal characteristics.					
			SI.1.2. respond to questions about people's achievements and personal characteristics.					
<b>Integrated Mini-Project</b>								<b>Time</b>
Some ideas to develop the mini project:								
1. <b>Planning and creating collaboratively</b> an 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”).								



**Rehearsing and Participating** in an oral presentation to the whole class.

2. **Planning and Creating** a digital comic book / **Rehearsing** and participating in an oral exchange of the story to the class. **Participating** in **self and co- assessment** using technically designed instruments.

3. Super Hero Convention: **Planning**. In groups of 5, students are all super heroes. They will organize a Super Hero Convention. **Creating**. They have to prepare a brochure or poster to tell about the event and the super heroes who will be there. **Rehearsing**. Each hero practices how to introduce him/herself. They all have to ask other super heroes questions. **Participating**. And they all together have to organize themselves to narrate a heroic event in which they all participated. For example, the final battle against Thanos in the Avengers. A variation for this activity is that they act out super heroes that were not included in the unit. For that, students will need new readings or access to technology to do some research.

4. Famous People Press Conference: **Planning**. In groups of 5 students, 4 of them are famous people and one of them is a reporter. **Creating**. Students wear costumes and pretend that they are famous people. They are all sitting at a round table. **Rehearsing**. They sit down in pairs to play their role with a partner before beginning the show. **Participating**. The moderator will ask all of the famous people questions about their achievements, an important past event in which they participated, personal characteristics and so on.



5. Super Heroes Reader’s Theater: **Planning**. In groups of 5 students, they will organize themselves to write down a very short, simple script that one or two of them will read aloud. **Creating**. Students write the script of the story. **Rehearsing**. The other classmates will act out the scenes and talk when necessary. They have to include questions for the characters to ask, heroic actions for them to do, comparisons and narration of past heroic events. **Participating**. Students act out the play for the whole class. **Note**: You can use a similar variation with famous people.

Reflective Teaching

What worked well

What didn’t work well

How to improve

Enduring Understanding Reflection

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