



Aula Edad

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 periodos o años.

Scope and Sequence of the
Module Level: A1

I Grade	II Grade	III Grade
<p>Scenario: All about me!</p> <p>Themes:</p> <ul style="list-style-type: none"> Saying Hello! Saying Good-Bye! Hi! I am ... The way I look and feel. 	<p>Scenario: Learning is Fun!</p> <p>Themes:</p> <ul style="list-style-type: none"> Hi! How are you today? My Learning Environment What I do at School! 	<p>Scenario: Our family “to do list”</p> <p>Themes:</p> <ul style="list-style-type: none"> Family Chores Things I Like to Do to Help my Family. Can you help me? Where is the Broom?



<ul style="list-style-type: none"> • Making new friends • My favorite fun games and activities <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: A Tour Around my Community</p> <p>Themes:</p> <ul style="list-style-type: none"> • This is my classroom. 	<ul style="list-style-type: none"> • What I Like about School! • Going to the school cafeteria <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 make us feel well. <p>Scenario: Fabulous Flora and fauna</p> <p>Themes:</p>	<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: 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?
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<ul style="list-style-type: none">• Let me show you my school.• Where are the restrooms?• Meeting people at the school and the community• How can I get to the supermarket?	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Exploring Costa Rica: no Better Place to Be
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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?

LANGUAGE FUNCTIONS

- Greeting and saying goodbye 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 L.1. recognize simple information such as name, age, and perhaps country of origin when that information is given slowly and clearly.	LEARNING TO KNOW GRAMMAR AND SENTENCE FRAMES <u>Personal and Possessive pronouns – I,</u>	LEARNING TO DO Linguage functions <u>Discourse Marker</u> And	LEARNING TO BE AND LIVE IN A COMMUNITY <u>Psycho-social</u> – Showing self-esteem,



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO LIVE IN COMMUNITY
<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 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,</p>	<p><u>my</u></p> <ul style="list-style-type: none"> - I 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 <p><u>Yes/No</u></p> <p><u>Questions</u></p> <ul style="list-style-type: none"> - Are you a student? Yes - Are you in first grade? Yes 		<p>self- confidence</p> <ul style="list-style-type: none"> - Showing self-awareness by describing self - Stimulating creativity through the arts (drawing, acting, body language) <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Greeting people



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO LIVE IN COMMUNITY
<p>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>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</p>	<p>- Are you tall? Yes/No (use appropriate)</p> <p><u>(S-V-C)</u> <u>sentences</u></p> <p>- I am _____ (name, age, country, physical description)</p> <p>- I feel _____ (happy/sad).</p> <p><u>Wh- questions</u> <u>in Simple Present</u></p> <p>- Where do you live?</p>		<p>(handshaking, kissing and some others depending on the community or context).</p> <p><u>Social Language Samples and idioms/ phrases</u></p> <p>Hey!</p> <p>Bye-bye</p> <p>See ya</p> <p>See you later</p> <p>alligator!</p> <p>After a while</p> <p>crocodile!</p>



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO LIVE IN COMMUNITY
<p>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>SPOKEN INTERACTION</p> <p>SI.1. ask for something when pointing or gesturing to support the request.</p>	<ul style="list-style-type: none"> - 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 - She _____ rides a bike to school. 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO LIVE IN COMMUNITY
<p>Sl.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>Sl.3. express a lack of understanding.</p> <p>Sl.4. understand and respond in a predictable pattern to simple questions about familiar things and if the other person</p>	<p>- He _____ likes to sing.</p> <p>VOCABULARY <u>Vocabulary</u></p> <p><u>1. Saying Hello!</u> <u>Saying good</u> <u>bye!</u></p> <p><u>Greetings</u></p> <p>- Hi! Hello! Good morning, Good afternoon, Good evening, How are you?</p> <p><u>Leave-takings</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO LIVE IN COMMUNITY
<p>speaks slowly and clearly.</p> <p>SPOKEN PRODUCTION</p> <p>SP.1. express how I look and feel using simple, standard expressions.</p> <p>SP.2. express likes and dislikes using simple, standard expressions.</p> <p>WRITING</p> <p>W.1. print/write simple high-frequency words</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... <p><u>Expressions of Politeness</u></p> <ul style="list-style-type: none"> - Excuse me, pardon, thank you, you are welcome, 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO LIVE IN COMMUNITY
<p>W.2. organize drawings or pictures within a graphic organizer (sequence or Venn diagram).</p> <p>ASSESSMENT STRATEGIES</p> <p>The learner... 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)</p>	<p>– Nice to meet you.</p> <p><u>Cardinal</u> <u>Numbers</u></p> <p>– 1-10</p> <p><u>Nationalities</u></p> <p>– Costa Rica, Nicaragua...</p> <p><u>3.The way I look and I feel</u></p> <p><u>Physical</u> <u>Appearance</u></p> <p>– short, tall, handsome, pretty</p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO LIVE IN COMMUNITY
<p>and 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>	<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? - 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 		

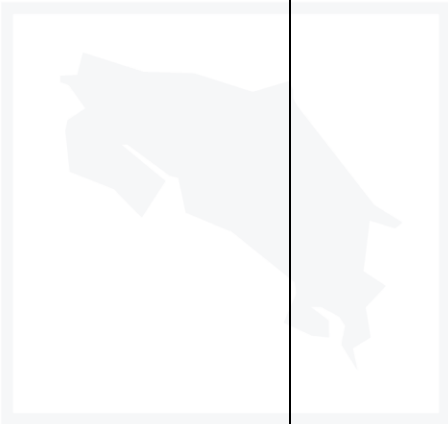


LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO LIVE IN COMMUNITY
<p>expressions of politeness and personal feelings expressed slowly and clearly.</p> <p>L.5. Recognizes words, names, and numbers when heard in a short, simple recording delivered at a slow pace.</p> <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>	<ul style="list-style-type: none"> - 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... - I don't like... <p><u>Adjectives:</u></p> <ul style="list-style-type: none"> - difficult, easy, fun, boring 		



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>			



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



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO LIVE IN COMMUNITY
<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</p>			



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO LIVE IN COMMUNITY
designed 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.			

SCENARIO: We are all Different

THEMES:



- 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

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



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. recognize the words for people around them (e.g., father, mother, brother, sister, baby).</p> <p>L.2. understand simple information about a person (e.g., appearance and feelings) if the person speaks slowly</p>	<p><u>(S-V-C)</u></p> <p><u>Sentences with verb (to be)</u></p> <ul style="list-style-type: none"> - This/she is my <u>mother/sister</u>. - This/he is my <u>father/brother</u>. <p><u>Singular personal possessive</u></p> <p><u>Pronoun</u></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. 	<ul style="list-style-type: none"> - My mom <u>and</u> I eat ice cream. <p>My father <u>and</u> my brother are tall.</p> <ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - Respecting others in my family - Respecting senior citizens and gender roles - Motivating good communication, collaboration, and self esteem <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Helping others at home



LINGUISTIC COMPETENCE S AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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 R.1. recognize some high frequency</p>	<ul style="list-style-type: none"> - 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 TV.</u> - I <u>like ice cream.</u> - I have _____ (two sisters and a brother). <p><u>WH- questions</u></p> <p>Who is this/ that? How many are....?</p>		<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 COMPETENCE S AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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)</p> <p>R.2. answer yes/no questions about text heard that is supported by pictures</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><u>Personal descriptions and feelings:</u></p> <ul style="list-style-type: none"> - Tall, short, little, handsome, - pretty, happy, sad 		<p><u>Social Language</u></p> <p><u>Samples and idioms/ phrases</u></p> <ul style="list-style-type: none"> - Big brother - Little brother - Like father like son



LINGUISTIC COMPETENCE S AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SPOKEN INTERACTION SI. Understand and respond in a predictable pattern to simple questions.</p> <p>SI.2. express a lack of understanding.</p> <p>SPOKEN PRODUCTION SP.1. Recognize how he/she or other person is feeling using simple,</p>	<p><u>Cardinal numbers:</u> - 1-10</p> <p><u>3. Different things my family likes to do</u></p> <p><u>Action Verbs:</u> - Plays, eats, watches, talks, likes, cooks</p> <p><u>. Meet my family</u></p> <p><u>Family members:</u> - Father, mother, sister, brother</p>		



LINGUISTIC COMPETENCE S AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>standard expressions. (Happy, sad, mad)</p> <p>SP.2. Recognize basic family activities using expressions like “My father likes running”.</p> <p>SP.3 Talk about family and family special dates.</p> <p>WRITING</p> <p>W.1. draw pictures of an</p>	<p><u>2. What my family looks like</u></p> <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>		



LINGUISTIC COMPETENCE S AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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>Using technically designed instruments for self-assessment and with the guidance of the</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> <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. 		

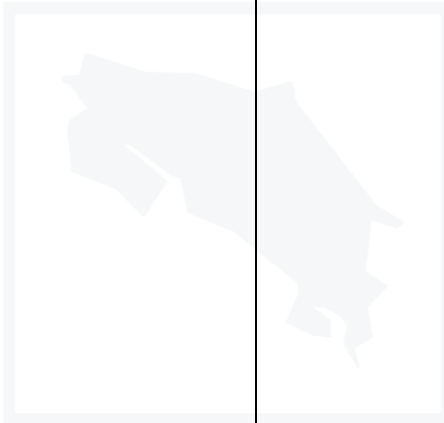


LINGUISTIC COMPETENCE S AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>teacher, the learner:</p> <p>L.1. Identifies nuclear family members from aural stimuli when it is spoken slowly and clearly.</p> <p>L.2. Recognizes simple information about family members if the person speaks slowly and clearly.</p>	<p>-- How many are in your family? - We are six in my family</p> <p>Adjectives Small, big family</p> <p>5. <u>Special Family Dates</u></p> <p>Family members' birthdays</p> <p>Days of the week: Monday, Tuesday...</p> <p>Months of the year: January, February...</p>		



LINGUISTIC COMPETENCE S AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L.3. Recognizes words, names, and numbers when heard in a short, simple 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</p>	<p>When is your birthday? My birthday is... When is your mother's birthday? It is on May 23rd.</p>		



LINGUISTIC COMPETENCE S AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>about text heard.</p> <p>SI.1. Responds in a predictable pattern to simple questions.</p> <p>SI.2. Expresses a lack of understanding.</p> <p>SP.1. Recognizes how he/she or other person is feeling using simple,</p>			




LINGUISTIC COMPETENCE S AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
standard expressions. SP.2. Recognizes basic family activities using expressions like “My father likes cooking”. SP. 3. Recognizes basis information about nuclear family and family special dates. W.1. Represents an event or			




LINGUISTIC COMPETENCE S AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
character from a picture story or one main idea. W.2. Prints/writes simple high- frequency words. Integrated Mini-Project – Planning, creating a Family album, describing family and family's			



LINGUISTIC COMPETENCE S AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>special dates.</p> <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</p>			



LINGUISTIC COMPETENCE S AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
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 describing family			



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
members, family activities and celebrations.			

SCENARIO: A Tour Around my Community

THEMES:

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



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- 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 L.1. understand simple classroom instructions, such as «Stand up, please», «Come here», or «Close the door, please» when</p>	<p>GRAMMAR AND SENTENCE FRAMES (S-V-C) sentences <u>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 _____ _____. (principal, 	<p><u>Discourse</u> <u>Markers</u> and</p> <ul style="list-style-type: none"> - This is my table and the chair 	<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



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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>teacher, janitor, cook, security guard, secretary)</p> <p><u>Adjectives</u> (<u>quantity/size/color</u>) with <u>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>	<p>r.</p> <ul style="list-style-type: none"> - This is my pencil <u>and</u> book. <p>-</p>	<p>to work cooperatively</p> <ul style="list-style-type: none"> - Appreciating neighborhood surroundings. - Showing respect and courtesy when meeting other people.



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</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> <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. 		<p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Sharing personal belongings - Taking turns when working in groups - Asking for permission to leave the room (Restroom?) - Expressing gratitude



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>understand the words for people around them (e.g., teacher, students, principal).</p> <p>L.5.</p> <p>understand simple information about a place (e.g., where it is) and instructions, such as «Go to the library»,</p>	<ul style="list-style-type: none"> - Look at me. <p><u>Yes/No question using verb “to be”</u></p> <ul style="list-style-type: none"> - Is this a pen? - Is she the principal? <p>Yes/No</p> <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>		<p>with appropriate use of “please” and “thank you”</p> <ul style="list-style-type: none"> - Showing interest in others - Using different choices of formal greetings with community helpers



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>«Come inside», if the person speaks slowly and clearly, possibly with accompanying gestures.</p> <p>READING R.1. follow one or two-step directions accompanied by demonstrations to complete classroom routines.</p>	<p>– I go to school <u>on Monday</u>. (Tuesday, Wednesday, Thursday, Friday)</p> <p><u>Adverbs (first, then, next)</u></p> <p>– <u>First</u> I go to school. – <u>Then</u> I study. – <u>Next</u> I go home.</p> <p><u>Prepositions (in front of, near, behind)</u></p>		<p>(Mr., Mrs., Miss, Ms.)</p> <p><u>Social Language Samples and idioms/ phrases</u></p> <p>– Study buddies – Elbow partners – Classroom helper – Home is where the heart is.</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>	<ul style="list-style-type: none"> - The security guard is <u>in front of the</u> gate. - The principal's office is <u>near</u> the library. - 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> 		<ul style="list-style-type: none"> - “Thank you very much.” - There is no place like home.



LINGUISTIC COMPETENC ES AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>Sl.2. express a lack of understanding .</p> <p>Sl.3. understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly</p>	<p>in (name of town). I (live, play, study) here.</p> <ul style="list-style-type: none"> - My neighborhood has a _____ (park, church, school). - He/she is a _____ (teacher, police officer, doctor, nurse) <p>VOCABULARY</p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<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>1. <u>This is my classroom</u></p> <p>Teacher's desk, desks, tables, chairs, fan, whiteboard, lights, door, 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 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SPOKEN PRODUCTION 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>My school supplies</p> <ul style="list-style-type: none"> - notebook, pen, pencil, color pencils, ruler, glue, scissors, eraser, book, backpack <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>		



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. dictate words for teacher to write.</p> <p>ASSESSMENT STRATEGIES</p> <p>Using technically designed instruments</p>	<p>Places in my School</p> <ul style="list-style-type: none"> - Library - Restrooms - Cafeteria - Dining room - Principal's office - Classrooms - Gym - Playground - Computer lab <p><u>Cardinal numbers</u></p> <ul style="list-style-type: none"> - 1 - 20 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>for co- assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Recognizes simple classroom instructions, when expressed slowly and clearly.</p> <p>L.2. Recognizes words familiar</p>	<p><u>3.Meeting people at the school and the community</u></p> <p>People at school</p> <ul style="list-style-type: none"> - teacher, students, principal, janitor, cook, security guard, secretary <p>Community Helpers</p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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 the person</p>	<p>– Teacher, priest, pastor, firefighter, farmer, shop owner, police officer, 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>		

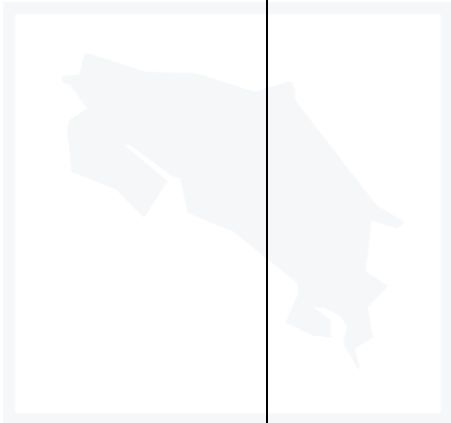


LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>speaks slowly and clearly.</p> <p>R.1. Identifies one or two-step directions.</p> <p>R.2. Sequences pictures to show understanding of a text heard or read.</p> <p>SI.1. Asks what the object is.</p> <p>SI.2. Expresses a</p>	<p>– in front of, behind, near</p> <p><u>5. How can I get to the supermarket?</u></p> <p>Places of my community</p> <p>– neighborhood, town, church, park, school, hospital, gas station, restaurant, bank, police</p>		




LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
lack of understanding . S.I.3. Responds in a predictable pattern to simple questions. S.I.4. Responds in a predictable pattern to simple questions about familiar things.	station, bus station, supermarket, bookstore - Go straight. - Turn left/right - Stop		




LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>S.P.1. Names some common objects in familiar environments</p> <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>			




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



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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.			



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 emergent</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 places in the school and the community.			

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

SCENARIO: Learning is fun

THEMES:



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- 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.

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
<p>LISTENING</p> <p>L.1. understand basic greetings, farewells, and common expressions of politeness (e.g., hi, see you tomorrow, sorry).</p> <p>L.2. understand simple classroom instructions, such as «Please sit down », «take out your</p>	<p>GRAMMAR AND SENTENCE FRAMES</p> <p><u>(S-V-C) sentences</u></p> <ul style="list-style-type: none"> - I love _____.(soccer, math, reading) - 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 _____ (<u>red, blue, big, small</u>) - Mrs. Rojas is the _____.(janitor, principal, teacher, cook) 	<p><u>Discourse Marker</u></p> <p><u>s</u> and, but</p> <p>- I love reading <u>but</u> I don't like math.</p> <p>- I feel happy <u>and</u> excited.</p>	<p><u>Psychosocial</u></p> <ul style="list-style-type: none"> - Respecting the school personnel and classmates - Being responsible with school obligations



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNI TY
<p>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>	<p>– My teacher is _____ (nice, good)</p> <p><u>Negative sentences with don't:</u></p> <p>– I don't like <u>to run</u> at school.</p> <p><u>Yes/No questions with do:</u></p> <p>– Do you like to <u>do</u> homework? Yes, I do</p> <p>– Do you like to <u>study</u> English? Yes, I do</p> <p>– Do you like <u>fast food</u>? No, I don't.</p> <p><u>Information questions with do</u></p>	<p>– My teacher is nice <u>but</u> the principal not.</p> <p>–</p>	<p>– Helping your partner</p> <p><u>Sociocultural</u></p> <p>– Greetings and leave-takings in formal and informal ways (Hello, hi, how are you?,</p>



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNI TY
<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</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? <p><u>Personal pronouns:</u></p> <ul style="list-style-type: none"> - I, you, it <p><u>Possessive adjectives:</u></p> <p>my, your</p>		<p>good bye, see you later, see you)</p> <ul style="list-style-type: none"> - Participating in holidays and school activities <p><u>Social Language Samples and</u></p>



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNI TY
<p>have been previously encountered and they are attached to a picture (e.g., book, school, soccer).</p> <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</p>	<p>– May I _____ borrow your ...?</p> <p>– This is my eraser.</p> <p><u>Phonemic Awareness</u></p> <p>– Letters of the alphabet</p> <p>– /e/...pen, pencil, red, rest</p> <p>VOCABULARY</p> <p>–</p> <p>1. <u>Hi! How are you today?</u></p> <p><u>Greetings:</u></p> <p>– Hello, hi, good morning, good afternoon, good evening,</p>		<p><u>idioms/</u></p> <p><u>phrases</u></p> <p>– It's awesome!</p> <p>– It's great!</p> <p>– It's amazing!</p>



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNI TY
<p>on short vowel /ɛ/.</p> <p>SPOKEN INTERACTION</p> <p>Sl.1. use one or two learned expressions of greeting, farewell, and politeness.</p> <p>Sl.2. ask for something when pointing or gesturing to support the request.</p> <p>Sl.3. understand and respond in a</p>	<p><u>Leave-takings:</u></p> <ul style="list-style-type: none"> - Good bye, bye, good night, see you later <p>2.</p> <p><u>y 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>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.</p> <p>SPOKEN PRODUCTION SP.1. name some common objects and people in familiar environments.</p>	<p>– erase, write, color, play, study, sharpen, glue, rest</p> <p>3. <u>What do I do at school?</u> <u>School activities:</u> – Study, draw, color – play soccer/ hide and seek – race, jump rope</p> <p><u>Months of the year</u></p> <p>4. <u>What I like about school?</u> <u>School personnel:</u></p>		




LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNI TY
<p>W.1. print/write simple high-frequency words</p> <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</p>	<p>- teacher, principal, janitor, cook, assistant, security guard, secretary</p> <p><u>Adjectives:</u></p> <p>- nice, friendly, kind, polite</p> <p><u>Parts of the school:</u></p> <p>- classroom, cafeteria, library, principal's office, soccer field</p> <p><u>Size:</u></p> <p>- big, small</p> <p><u>Numbers:</u></p> <p>- 1-10</p>		




LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNI TY
<p>such as checklists, rubrics, the teacher collects information about how the learner:</p> <p>L.1. Recognizes basic greetings, farewells, and common expressions of politeness.</p> <p>L.2. Recognizes simple classroom instructions when</p>	<p><u>Likes, dislikes</u></p> <p>I like ... I don't like ...</p> <p><u>Shape:</u> - Rectangular</p> <p><u>4.Where is the cafetería?</u></p> <p>Types of food... hamburger, typical food, chips,</p> <p><u>Likes, dislikes</u></p> <p>I like ... I don't like ...</p> <p>Prepositions of place</p>		




LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNI TY
<p>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>In front of, next to..</p> 		




LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNI TY
<p>R.2. Recognizes some high frequency words and straightforward phrases in simple texts.</p> <p>R.PA.3. Recognizes each sound of letters of the alphabet that form a word.</p> <p>SI.1. Uses one or two learned expressions of greeting,</p>			




LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>farewell, and politeness.</p> <p>SI.2. Asks for something when pointing or gesturing.</p> <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</p>			



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNI TY
<p>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>Integrated– Mini– project</p> <ul style="list-style-type: none">– Planning, creating a (e.g., a mini book) in			



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNI TY
<p>small collaborative groups to describe favorite school activities and parts of the school.</p> <p>– Rehearsing and briefly describing in oral or/and written form the integrated mini-project to the class.</p> <p>Participating</p>			



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
in individual and peer assessment.			

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.

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



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- 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
<p>LISTENING L.1. understand simple information about an object (e.g. the size and color of a stereo, who it belongs to, and where it is) if the</p>	<p>GRAMMAR AND SENTENCE FRAMES</p> <p><u>Sentences using</u> <u>There is, this is</u></p> <ul style="list-style-type: none"> - This is my ----- (brother, sister, father, mother...) 	<p><u>Discourse Markers</u></p> <p>and, but</p> <ul style="list-style-type: none"> - There is a bed in the bedroom <u>but</u> there is not 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Helping in the house - Respecting family members - Enjoying time with extended family

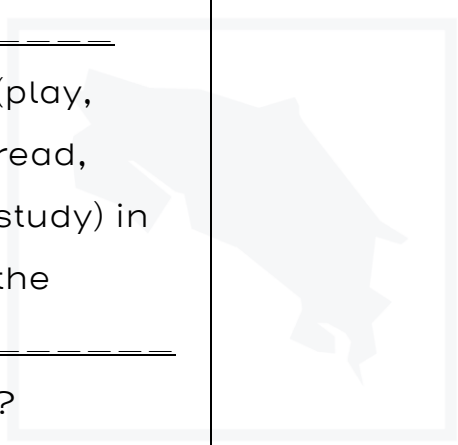


LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>person speaks slowly and clearly, possibly with accompanying gestures.</p> <p>L.2.</p> <p>recognize often spoken words similar to the languages with which they are familiar (e.g., sofa, table, picture)</p>	<ul style="list-style-type: none"> - This is the _____ (kitchen, living room...) - There is <u>a bed</u> in the <u>bedroom</u> <p><u>Simple present sentences:</u></p> <ul style="list-style-type: none"> - My house has <u>three bedrooms</u> and a <u>yard</u>. 	<ul style="list-style-type: none"> - a table in the kitchen. - My house has three bedrooms <u>and</u> a yard. - This is my sister <u>but</u> 	<ul style="list-style-type: none"> - Encouraging good hygiene to help the body. - Promoting healthy eating habits. - Increasing physical activity to keep the body healthy. <p><u>Socio-cultural</u></p>



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>L.3. understand simple information about healthy habits (for example, "I need to exercise".) if the person speaks slowly and clearly, possibly with accompanyin g gestures.</p> <p>L.4. understand</p>	<p><u>Yes-no</u> questions with <i>is</i> <i>there</i></p> <p>- Is there a ----- (chair, bed, and table) in the -----? (kitchen, bedroom, living room)</p> <p><u>Yes-No</u> questions in simple present</p>	<p>this is not my mothe r.</p> <p>-</p>	<p>- Participat ing in family gatherin gs and comparin g similaritie s and difference s among individual s and communi ties.</p> <p>- Participat ing in family</p>



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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: R.1. recognize some high frequency</p>	<p>– Does your sister _____ (play, read, study) in the _____ ? (bedroom, living room, kitchen) Yes, <u>s/he</u> does.</p> <p><u>Personal pronouns:</u></p>		<p>activities and celebrations</p> <p><u>Social Language Samples and idioms/ phrases</u></p> <ul style="list-style-type: none"> – Help yourself! – Please help me out! – Help out in the kitchen!



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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)</p> <p>R.2. answer yes/no questions about text</p>	<ul style="list-style-type: none"> - he, she <p><u>Possessive adjective:</u></p> <ul style="list-style-type: none"> - your <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) 		<ul style="list-style-type: none"> - Elbow room - An apple a day keeps the doctor away. - Eat your vegetables, take your vitamins.



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>heard that is supported by pictures</p> <p>R.PA.3.</p> <p>imitate each sound of letters of the alphabet that form a word, with a concrete item or picture representing the sound, particularly focusing on the short vowel /I/.</p>	<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) <p><u>Simple present tense sentence:</u></p> <ul style="list-style-type: none"> - To be healthy, I need to _____ (exercise, 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<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 INTERACTIO N</p>	<p>wash my hands, eat healthy food). – I like bananas. – I don't eat junk food.</p> <p><u>Conjunction</u> "and": – I play soccer <u>and</u> run. – You <u>and</u> I eat healthy food.</p> <p><u>Information</u> <u>questions:</u></p>		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>Sl.1.understa nd and respond in a predictable pattern to simple questions about familiar things if the other person speaks slowly and clearly.</p> <p>SPOKEN PRODUCTIO N</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> <ul style="list-style-type: none"> - Letters of the alphabet 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<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>SP.1. use one or two learned</p>	<p>/l/...<i>inside</i> /l/...<i>in</i> /l/...<i>kitchen</i> /l/...<i>big</i> /l/...<i>sit</i></p> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> - Letters of the alphabet - Vowel /a/ <p><i>a...hand</i> <i>a...bad</i> <i>a...fat</i> <i>a...have</i> <i>a...dance</i></p>		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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>VOCABULARY</p> <ul style="list-style-type: none"> - <u>A visit from my cousins</u> <p><u>Family members:</u></p> <ul style="list-style-type: none"> - father, mother, brother, sister, grandfather, grandmother, uncle, aunt, cousin 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>ASSESSME NT 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</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 COMPETEN CES AND ASSESSME NT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>about a household item if the person speaks slowly and clearly</p> <p>L.2. Recognizes spoken words similar to the languages with which they are familiar.</p> <p>L.3. Recognizes</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 - <u>Cleaning the house</u> 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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><u>Furniture and appliances:</u></p> <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>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<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>R.PA.3. Imitates and identifies each sound of letters of</p>	<p>- wash your hands, eat fruits, take a shower, brush your teeth, exercise, drink water, sleep well, eat vegetables</p> <p><u>Healthy food:</u></p> <p>- cereal, grains</p> <p><u>Junk Food:</u></p>		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>the alphabet that form a word.</p> <p>R.PA.4.</p> <p>Identifies the short vowel /I/in spoken word.</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the teacher</p>	<ul style="list-style-type: none"> - pizza, hamburger, coke <p><u>Fruits:</u></p> <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>		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>collects information about how the learner:</p> <p>SI.1.</p> <p>Responds in a predictable pattern to simple questions about familiar things.</p> <p>SP.1. Names some common objects and people in</p>	<ul style="list-style-type: none"> - healthy, happy, clean, energetic <p><u>Adverbs of frequency:</u></p> <ul style="list-style-type: none"> - always, sometimes, never - 		

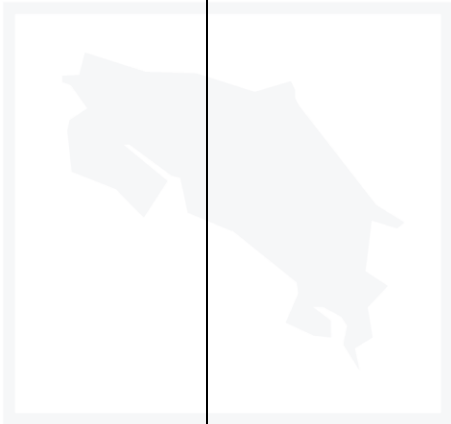


LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
familiar environments · SP.2. Uses one or two learned expressions to locate people and things. W.1. Represents an event or character from a picture story or one main idea.			

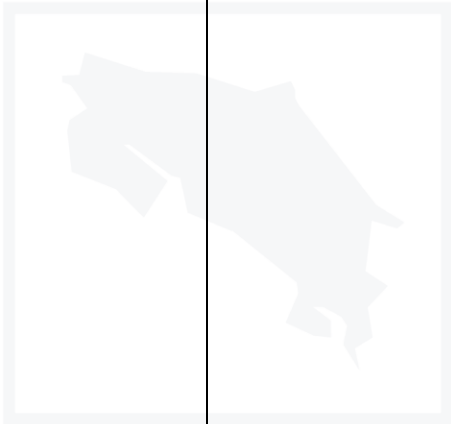


LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.2. Prints/writes simple high- frequency words. Integrated- mini project</p> <p>- Planning, creating collaborati ve (stories, mini- books, pictionarie s, family albums) related to</p>			



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>family and house, to share it within small groups or whole class.</p> <p>– Rehearsin g and briefly describing the stories or mini- books, Pictionarie s, family albums to</p>			



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>class orally and in written form.</p> <p>– Participati ng in individual and peer assessmen t.</p> <p>IMP. Using different types of technically designed instruments to assess the</p>			



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
overall accomplishm ent of unit goals, the teacher collects information about how learners apply emergent language competences in oral and written comprehensi on and oral and written			



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
production for describing family and house.			

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

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

Essential Question: How does mother nature help us?



LANGUAGE FUNCTIONS

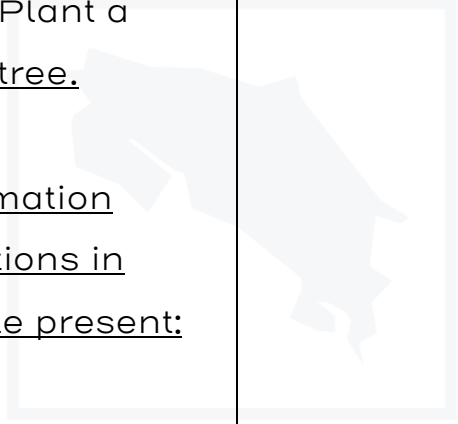
- Identifying common living things and non-living things
- Recognizing different types of animals in the different habitats in which they live.
- Identifying where animals' live and their actions.
- Asking and giving information about different kinds of plants.
- Describing how to take care of animals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

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>LISTENING</p> <p>L.1 recognize spoken words similar to the languages with which they are familiar (e.g., plant, air, orchid)</p> <p>L.2.</p> <p>understand</p>	<p>GRAMMAR AND SENTENCE FRAMES</p> <p><u>Sentences using To Be:</u></p> <p>- A butterfly is _____ (beautiful, small, green)</p>	<p><u>Discourse Markers</u></p> <p>and, but</p> <p>- The birds are beautiful <u>but</u> not snake s.</p> <p>- The</p>	<p><u>Psycho-social</u></p> <p>- Being concerned about protection of the environment</p> <p>- Being sensitive towards</p>

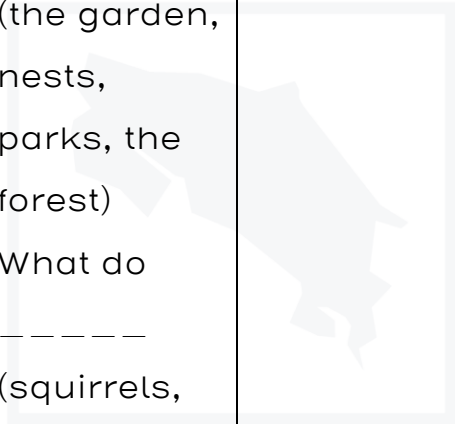


LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>simple information about an object (for example, the size and color of a leaf, what plant it belongs to) if the person speaks slowly and clearly, possibly with accompanying gestures.</p> <p>L.3. identifies colors, sizes, names of animals and</p>	<ul style="list-style-type: none"> - <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) <p><u>Imperatives:</u></p> <ul style="list-style-type: none"> - Point to the <u>leaf</u>. 	<p>trees have many leaves <u>and</u> flowers.</p> <p>The frogs live in the water <u>but</u> monkeys in the forest.</p> <ul style="list-style-type: none"> - 	<p>living things</p> <ul style="list-style-type: none"> - Taking care of flora and fauna - Being sensitive to the needs of others including pets. - Expressing interest in doing research about animal's

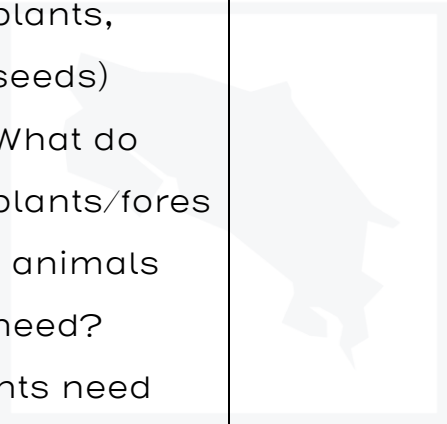


LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>numbers previously learned when heard in a short, simple recording delivered at a slow pace.</p> <p>L.4.</p> <p>understand simple information about an animal (for example, the size, color, and where it is) if the person speaks slowly</p>	<ul style="list-style-type: none"> - 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) live? _____ (Birds, Squirrels, 		<p>needs and habitats.</p> <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Showing interest in the environment. - Participating in environmental celebrations: Earth Day - Promoting environment



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>and clearly, possibly with accompanying gestures.</p> <p>READING: R.1. recognize some high frequency words and straightforward phrases in simple texts, if these words have been previously encountered and they are</p>	<p>Monkeys) live in ----- (the garden, nests, parks, the forest)</p> <p>- What do ----- (squirrels, butterflies, birds) eat?</p> <p>----- Squirrels, Butterflies, Birds) eat =====</p> <p>(nuts, nectar from</p>		<p>ntal protection</p> <ul style="list-style-type: none"> - Taking care of animals - Making animals' lives safe and comfortable <p><u>Social language</u> <u>Samples and idioms/phrases</u></p> <ul style="list-style-type: none"> - Think green!



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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>R.PA.3. imitate each sound of letters of the alphabet that form a word, with a concrete</p>	<p>flowers, fruit, insects), plants, seeds)</p> <ul style="list-style-type: none"> - What do plants/forests animals need? <p>Plants need _____ (water, sun, soil, rain, air), Forest animals need _____ (food, water, sun, air)</p> <p><u>Sentences in simple present</u></p>		<ul style="list-style-type: none"> - Green thumb - Fresh as a daisy - Early bird - A dog is man's best friend - 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>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 the sound,</p>	<ul style="list-style-type: none"> - My favorite pet/ farm animal is the _____ (dog, cat, duck, horse). - Dogs/Ducks have _____ (feathers, tail) - Birds/Horses live _____ (on the farm, in a nest, in the barn) <p><u>Yes-No questions in simple present</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>particularly focusing on short vowel /ə/ in a spoken word if attached to a picture.</p> <p>SPOKEN INTERACTION</p> <p>SI.1.</p> <p>understand and respond in a predictable pattern to simple questions about familiar things if the other person</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> <ul style="list-style-type: none"> - What is this? - What noise do cows make? Cows moo. - What do _____ (animals, pets, dogs) need? Animals need _____(shel 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>speaks slowly and clearly.</p> <p>SI.2. ask what something is using learned expressions of 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</p>	<p>ter, water, medicine, grooming)</p> <p><u>Conjunctions:</u></p> <p>and, but</p> <ul style="list-style-type: none"> - Birds have feathers <u>and</u> horses have hair. - Cows have fur, <u>but</u> roosters have feathers. <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>familiar environments. SP.2. use one or two learned expressions of animals and plants.</p> <p>WRITING W.1. organize drawings or pictures within a graphic organizer (sequence or Venn diagram). W.2. print/write</p>	<p>– Letters of the alphabet</p> <p>/ə/ u...sun u...bug u...under u...nut u...sunny u...mud</p> <p><u>Phonemic Awareness</u></p> <p>– Letters of the alphabet</p> <p>o...dog</p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>simple high-frequency words</p> <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</p>	<p>o...horse o...long o...on</p> <p>VOCABULARY</p> <p><u>1.A nature walk</u></p> <p><u>Natural</u></p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> - River, pond (small Lake), mountain, beach <p><u>Non-living things:</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>spoken words similar to the languages with which they are familiar.</p> <p>L.2. Recognizes specific information about wild animals and their habitats if the person speaks slowly and clearly.</p> <p>L.3. Recognizes</p>	<ul style="list-style-type: none"> - Water, air, rocks/stones, soil, <p><u>Habitats:</u></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><u>2. Animals A to Z</u></p> <p><u>Forest Animals:</u></p> <ul style="list-style-type: none"> - squirrel, butterfly, 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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</p>	<p>ant, snake, fish, frog, alligator, birds, parrot, monkey</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>		




LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>slowly and clearly.</p> <p>R.1. Recognizes some high frequency words and 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</p>	<p>– hen, duck, pig, horse, cow, goose, rooster</p> <p><u>Pets:</u></p> <p>– dog, cat, rabbit, bird, turtle</p> <p><u>4.Green kingdom</u></p> <p><u>Flora:</u></p> <p>– tree, leaves, flower, seed, bush, grass</p> <p><u>Adjectives:</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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>Using different types of technically designed instruments such as</p>	<ul style="list-style-type: none"> - Beautiful <p><u>Sizes:</u></p> <ul style="list-style-type: none"> - small, long <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 		



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>SI.2. Asks simple questions to get information</p>	<p>- Don't burn trash</p> 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>about animals' names.</p> <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>			




LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.1. Organizes drawings or pictures within a graphic organizer.</p> <p>W.2. Prints/writes simple high-frequency words.</p> <p>Integrated Mini-Project Planning, creating collaboratively as a whole class or in</p>			



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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. Rehearsing and briefly describing the mini-project orally to whole class.</p>			



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<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</p>			



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
emergent language competences in oral and written comprehension and oral and written production for describing and expressing how to care for animals and plants.			



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

SCENARIO: Our Family “to Do” List

THEMES:

- Family Chores
- 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.



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. 	<p>Discourse markers</p> <p>and, but, because</p> <ul style="list-style-type: none"> - My mom cooks <u>and</u> clean s. - I like to sweep <u>but</u> I don't like to mop. 	<p><u>Psycho-social</u></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.



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 set the table. <p><u>Interrogative sentences beginning with "What."; "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 (Regular verbs)</u></p>	<ul style="list-style-type: none"> - I love you to pieces <p>, <u>because</u> you are my Mon.</p>	<ul style="list-style-type: none"> - Promoting equality for both genders and cooperation within group activities. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Recognizing nonverbal and body language for an effective communication. - Promoting using social



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 mom <u>cooks</u> dinner. - I <u>like</u> to sweep the floor. - I <u>don't</u> like to mop. <p><u>Frequency</u> <u>adverbs:</u></p> <ul style="list-style-type: none"> - My mom <u>always</u> cooks dinner. - My dad <u>sometimes</u> 		<p>phrases and good manners when asking for something (“Please” “Thank you”).</p> <ul style="list-style-type: none"> - Showing respect for families’ traditions and celebrations.



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>sweeps the floor.</p> <ul style="list-style-type: none"> - 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>. - <u>Every Saturday</u>, my dad washes the car. 		<p><u>Social Language</u></p> <p><u>Samples and idioms/phrases</u></p> <ul style="list-style-type: none"> - “To do list” - Run errands - Home sweet home - There’s no place like home. - I love you to pieces. - It’s time to celebrate! - Happy Birthday! - Happy New Year!



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<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">- Family that plays together stays together.



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>- Her books are on her bed.</p> <p><u>verb +</u> <u>coordinating</u> <u>conjunction +</u> <u>verb</u></p> <p>- My mom cooks <u>and</u> cleans.</p> <p>- I like to sweep <u>but</u> I don't like to mop.</p> <p><u>Prepositions of</u> <u>time</u></p> <p>- <u>On</u> <u>Saturdays,</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>everybody helps around the house.</p> <ul style="list-style-type: none"> - <u>Modal</u> <u>“can”</u> - <u>Can</u> you pass me a broom? - <u>Can</u> you help me? <p><u>Interrogative</u> <u>sentences</u> <u>beginning with</u> <u>“What.”;</u> <u>"Where"</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">- <u>What</u> does your family do on Christmas ?- <u>Where</u> do you go with your family on Sundays?- <u>What</u> time do you have lunch every day?- <u>Prepositions of time</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">- 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 (irregular verbs)</u></p> <ul style="list-style-type: none">- My family <u>goes</u> to church.		



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>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>,		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>– ab: <u>cab</u>, <u>lab</u>, <u>nab</u>, <u>tab</u>,</p> <p><u>Phonemic Awareness</u> <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><u>p</u></p> <p>ag: <u>bag</u>, <u>nag</u>, <u>tag</u>, <u>wag</u>, <u>rag</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>		



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



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>wash, dust, iron, cook, wash, tide up</p> <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> <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. 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>- My father <u>likes</u> to clean the house, but he <u>doesn't like</u> to wash the dishes.</p> <p><u>Frequency adverbs:</u></p> <p>- always, sometimes, never</p> <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, wastebask et, dish		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>washer, dustpan</p> <p><u>Prepositions:</u></p> <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 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>celebrate your birthday?</p> <p><u>Verbs:</u></p> <ul style="list-style-type: none"> - meet with friends - celebrate - drink - have a party - receive presents/gifts - have a birthday cake - invite relatives 		



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"> - 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> <ul style="list-style-type: none"> -January <p><u>Days of the week.</u></p> <ul style="list-style-type: none"> -Monday <p><u>Ordinal/Cardinal numbers</u></p> <p>1 to 31.</p>		



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



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

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 a place (for example, what to get and who works there) if the person speaks	GRAMMAR AND SENTENCE FRAMES <u>Singular common nouns</u> - This is a <u>bakery</u> . - He is a _____ (baker/ butcher).	Discourse markers and, but, because - This store sells shoes <u>and</u>	<u>Psycho-social</u> - Expressing appreciation and gratitude towards community helpers - Showing respect to



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>slowly and clearly.</p> <p>L.2.</p> <p>understand numbers, times and other pieces of short information, if given slowly and clearly.</p> <p>L.3.</p> <p>understand simple questions about key vocabulary words that have been modeled, repeated, or labeled.</p>	<p>– I can buy shoes at the <u>shoe store</u>.</p> <p><u>Simple present tense regular verbs</u></p> <p>– The mechanic <u>repairs</u> cars.</p> <p>– The butcher <u>sells</u> meat.</p> <p>– The chef <u>cooks</u> food.</p> <p><u>Noun as modifier</u></p> <p>– This is a <u>shoe store</u>.</p>	<p>clothes .</p> <p>– The cake is delicious <u>but</u> the food not.</p> <p>– The chef is cooking <u>because</u> there is a party.</p>	<p>people and to what they do.</p> <p>– Requesting for help politely.</p> <p>– Helping people when they are lost.</p> <p><u>Sociocultural</u></p> <p>– Responding to peer/adult initiated greetings and farewells.</p> <p>– Interacting using social phrases,</p>



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<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>	<ul style="list-style-type: none"> - This is a <u>clothing</u> store. - This is a <u>food</u> market. <p><u>Interrogative sentences beginning with "What."; "who"; "Where"</u></p> <ul style="list-style-type: none"> - <u>Where</u> can I get ----- (toothpaste/pet food)? - <u>Who</u> sells bread? 		<p>manners and personal space. ("Please" "Thank you" and "Excuse me".)</p> <ul style="list-style-type: none"> - Using social cues (body language, tone of voice, facial expression) to understand communication. <p><u>Social Language</u></p>



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.PA.3. decode English graphemes and phonemes using knowledge of blending, word parts, syllabification and phonemic awareness.</p> <p>SPOKEN INTERACTION</p> <p>SI.1. interact in a simple way provided others are prepared to repeat, rephrase, and speak slowly.</p>	<ul style="list-style-type: none"> - <u>What</u> does the butcher sell? <p><u>Imperative verbs</u></p> <ul style="list-style-type: none"> - Walk this way! - Stop! Go! - Turn right/ Left. <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>Samples and Idioms/ phrases</u></p> <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! - Traffic jam - Walk this way



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>Sl.2. answer simple questions using individual words, expressions, or short sentences.</p> <p>SPOKEN PRODUCTION</p> <p>SP.1. name goods and services in the community</p> <p>S.P.2. provide basic information about familiar</p>	<p><u>Interrogative sentences beginning with "What"; Where"</u></p> <ul style="list-style-type: none"> - <u>Where</u> is the hospital/ post office, please? - <u>Where</u> can I find a bank? - Where is he/she going? - <u>What</u> is this? <p><u>Yes/no questions with "be"</u></p> <ul style="list-style-type: none"> - <u>Is</u> this the fire station? 		<ul style="list-style-type: none"> - Don't text and drive <p>Everybody buckle up, please</p>



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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>ASSESSMENT STRATEGIES</p>	<p>- <u>Are</u> you going to the restaurant?</p> <p><u>Adjectives (colors)</u></p> <p>- <u>nouns</u></p> <p>- The <u>red light</u> means, “stop.”</p> <p>- The <u>yellow light</u> means, “be careful.”</p> <p>- The <u>green light</u> means “go”</p> <p><u>Adverbs</u></p> <p>- <u>First</u>, turn right.</p> <p>- <u>Then</u>, walk straight ahead.</p> <p>- <u>Next</u>, turn left.</p>		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<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</p>	<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 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? 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>given slowly and clearly.</p> <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>	<ul style="list-style-type: none"> - <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? - <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. 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.PA.3. Uses inventive spelling to write familiar words.</p> <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 ʒ: / ʒ: using knowledge of phonemic awareness.</p>	<p>- The store has 30 blouses.</p> <p><u>Phonemic Awareness</u></p> <p>- ob: <u>j</u>ob, <u>r</u>ob, <u>m</u>ob</p> <p>- ip: <u>d</u>ip, <u>h</u>ip, <u>r</u>ip, <u>t</u>ip</p> <p>- ig: <u>b</u>ig, <u>p</u>ig, <u>f</u>ig, <u>d</u>ig</p> <p>- in: <u>p</u>in, <u>b</u>in, <u>t</u>in, <u>w</u>in, <u>f</u>in</p> <p>Common prefixes, suffixes and roots including the</p>		



LINGUISTIC COMPETENCE S 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. Interacts in a simple way.</p> <p>SI.2. Answers simple questions using individual words, expressions, or</p>	<p>endings -tion, -sion.</p> <p>Minimal pair sounds: ɜ: / ɔ:</p> <ul style="list-style-type: none"> - work / walk - bird / bored - fur / for - shirt / short - sir / saw <p>VOCABULARY</p> <p><u>Vocabulary</u></p> <p>1. <u>A Day in my Community</u></p> <p><u>Community helpers:</u></p>		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>short sentences.</p> <p>SP.1. Names goods and services in the community with clear pronunciation.</p> <p>SP.2. Provides basic information about community and community helpers using visuals.</p> <p>W.1. Copies or prints/writes words.</p>	<ul style="list-style-type: none"> - Baker, butcher, salesman/woman, cashier, hair dresser, mechanic, chef, farmer, waiter, waitress <p><u>Community services:</u></p> <ul style="list-style-type: none"> - Bank, school, church - post office, restaurant, - bakery, drugstore, - grocery store, butchery - hardware store 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<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 community 	<ul style="list-style-type: none"> – Shoe store, clothing store, and bookstore <p>2. <u>Where do I get some fresh vegetables?</u></p> <p><u>Food</u></p> <ul style="list-style-type: none"> – fruits, vegetables, – meat, bread, cakes <p><u>Nouns</u></p> <ul style="list-style-type: none"> – household items, – shoes, clothes, glasses, 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>y 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. - 	<ul style="list-style-type: none"> - books, medicines, - newspaper, magazines, pet food, cashier, customer. <p><u>3.Step-by step Directions</u></p> <p><u>Directions</u></p> <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 		



LINGUISTIC COMPETENCE S 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</p>	<p><u>Walk this way</u></p> <ul style="list-style-type: none"> - Traffic signs, traffic light, stop sign, go sidewalk, street, intersection, bridge, corner, block, stop, crosswalk, be careful <p><u>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? 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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>– How can I help you?</p> <p><u>Asking for something</u></p> <p>– (Hello) Can I have ... please?</p> <p><u>Expressions:</u></p> <p>– Hello, hi, excuse me, thank you, you're welcome, sir/madam</p> <p><u>5.How much does it cost?</u></p> <p><u>Ordinal Numbers</u></p> <p>– 1-100.</p>		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>- How much is this?</p> <p><u>Prices</u></p>		

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
- 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
<p>LISTENING</p> <p>L.1. understand most of a short story when it is read slowly and clearly, and is accompanied by pictures or drawings.</p> <p>L.2. respond to questions about key vocabulary</p>	<p>GRAMMAR AND SENTENCE FRAMES</p> <p><u>Simple present (irregular verbs)</u></p> <p>– Costa Rica <u>has</u></p>	<p><u>Discourse Markers</u></p> <p>And, but, because</p> <p>– My favorite outdoor activities are camping and</p>	<p><u>Psycho-social</u></p> <p>– Showing respect to foreigners or people from a different cultural background.</p> <p>– Demonstrating</p>



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>words that have been modeled, repeated, or labeled.</p> <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</p>	<p><u>beautiful</u></p> <p><u>volcanoes</u>,</p> <p><u>s</u>,</p> <p><u>beaches</u>, and</p> <p><u>mountains</u>.</p> <p>– Borucas make beautiful masks and painting s.</p> <p>– Beaches always <u>have</u> restaurants and</p>	<p>swimming.</p> <p>– I like to play tennis <u>but</u> I do not like hiking.</p> <p>– I don't like hiking <u>because</u> walking is difficult for me.</p>	<p>affection and empathy toward peers</p> <p><u>Sociocultural</u></p> <p>– Welcoming people to Costa Rica in a friendly way.</p> <p>– Meeting new people is a pleasure</p>

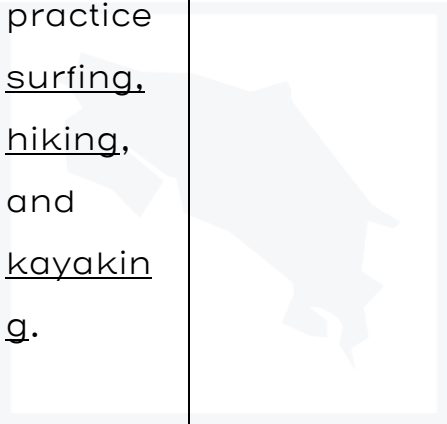


LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>out the main information.</p> <p>R.2. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>SPOKEN INTERACTION</p> <p>SI.1. meet and take leave of people using</p>	<p>kayakin g.</p> <p>-</p> <p><u>There is/there are</u></p> <p>- In San José, <u>there are</u> a lot of museums.</p> <p>- <u>There are</u> relaxing beaches in Limón.</p> <p>- <u>There is</u> a</p>	<p>And, but, because</p> <p>- Beaches in Costa Rica always have hotels <u>and</u> restaurants.</p> <p>- There is an excellent view of the volcano <u>but</u> there</p>	<p>for the Ticos</p> <p><u>Social Language Samples and idioms/phrases</u></p> <p>- More fun than a barrel of monkeys</p> <p>- They're neck and neck now.</p> <p>- Give it your best shot.</p>



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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> <p>SPOKEN PRODUCTION</p> <p>SP.1. provide basic information about familiar</p>	<p>cabecar community in Buenos Aires de Puntarenas.</p> <p><u>Modal can for offering advice</u></p> <ul style="list-style-type: none"> - In San José, you can find <u>museums, zoos,</u> and <u>theaters.</u> 	<p>is not a restaurant.</p> <p>The river is not for swimming because it is dirty.</p>	<ul style="list-style-type: none"> - 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 COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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>W.2. copy or print/write words being learned in class and connect</p>	<p>- In Costa Rica, you can practice <u>surfing</u>, <u>hiking</u>, and <u>kayakin</u>g.</p> <p><u>Present progressive</u></p> <p>- We <u>are going</u> there by car.</p> <p>- She <u>is going</u></p>		

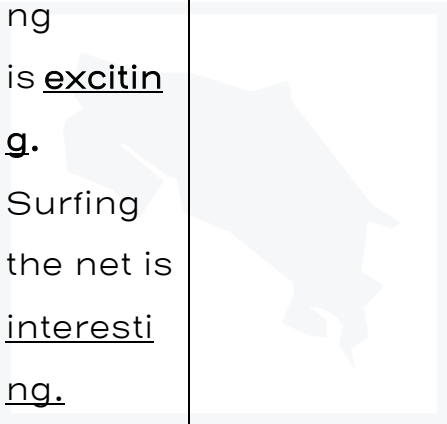


LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>them to pictures.</p> <p>ASSESSMENT STRATEGIES</p> <p>Using technically designed instruments for self and co assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Recognizes most of a short story when it is read slowly and clearly.</p>	<p>there by bus.</p> <p>- I <u>am swimmin</u>g.</p> <p><u>like + noun / ing form</u></p> <p>- I <u>like tennis</u></p> <p>- I <u>like playing tennis</u></p> <p><u>love + noun / -ing form</u></p> <p>- He <u>loves football</u></p>		



LINGUISTIC COMPETENCE S 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</p>	<p>- He <u>loves</u> <u>watching</u> <u>football</u></p> <p><u>enjoy + noun /</u> <u>-ing form</u></p> <p>- I <u>enjoy</u> <u>sports</u></p> <p>- I <u>enjoy</u> <u>playing</u> <u>sports</u></p> <p><u>-ing</u></p> <p><u>Adjectives</u></p> <p>- I like swimmin g because</p>		




LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>letters in spoken/ written words to read words.</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. Meets and takes leave of</p>	<p>it's <u>relaxi</u> <u>ng.</u></p> <ul style="list-style-type: none"> - Swimmi ng is <u>excitin</u> <u>g.</u> - Surfing the net is <u>interesti</u> <u>ng.</u> <p><u>Adverbs</u></p> <ul style="list-style-type: none"> - <u>First,</u> shuffle the cards. - <u>Then,</u> deal the cards - <u>Next,</u> throw the dice 		

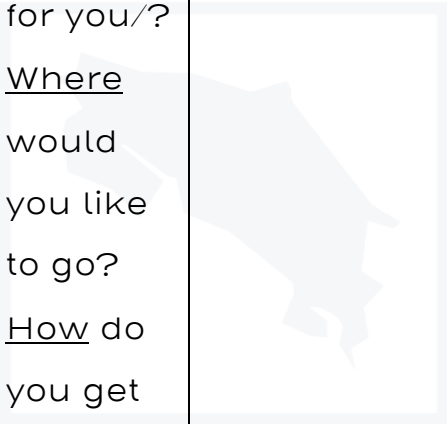


LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>people using appropriate expressions.</p> <p>SI.2. Interacts in a simple way.</p> <p>SP.2. Provides one word answers to basic questions.</p> <p>SP.1. Provides basic information about familiar things and ideas.</p> <p>W.1. Prints/writes simple descriptions of</p>	<p><u>Coordinating conjunction</u></p> <ul style="list-style-type: none"> - I hate running, <u>but</u> I really like playing baseball. - I like dancing, <u>but</u> I love listening to music. <p><u>Adjectives for describing places</u></p> <ul style="list-style-type: none"> - Monteverde is a 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>everyday objects W.2. Copies or prints/writes words. Integrated Mini-Project</p> <ul style="list-style-type: none"> • Planning, rehearsing and describing collaborati vely an interesting town or city in your country that 	<p><u>fascinati</u> <u>ng_place</u> to visit.</p> <ul style="list-style-type: none"> - Arenal Volcano is famous. - Manuel Antonio beach is very <u>exciting</u> and <u>crowded</u> for tourists. <p><u>Wh-</u> <u>questions</u></p>		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>tourists might enjoy, including place, transporta tion, location, attraction and facilities.</p> <ul style="list-style-type: none"> • Planning collaborati vely an oral exposition, rehearsing it and performing 	<ul style="list-style-type: none"> - <u>What</u> can I do there/ for you/? - <u>Where</u> would you like to go? - <u>How</u> do you get there? <p><u>Prepositions</u></p> <ul style="list-style-type: none"> - I go <u>by</u> plane - I go <u>on</u> foot. 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>it to whole class.</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</p>	<p><u>Phonemic Awareness</u></p> <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>, 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>oral and written comprehension and oral and written production for describing tourist attractions in Costa Rica. Asking for and giving information using key vocabulary and sentence frames.</p>	<p>Practicing minimal pair sounds: æ / ʌ</p> <ul style="list-style-type: none"> - cat / cut - ankle / uncle - ran / run - drank / drunk - match / much <p>Practicing vowel consonant combinations to form several words: /m/,</p>		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>/s/, /a/, /t/, /n/, /p/</p> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> - un: bun, fun, nun, sun - ut: but, cut, hut, nut - et: <u>g</u>et, <u>j</u>et, <u>l</u>et, <u>m</u>et, <u>n</u>et, <u>p</u>et, <u>s</u>et, <u>v</u>et, <u>w</u>et 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>– eg: leg, beg, peg, Meg, egg</p> <p>VOCABULARY</p> <p><u>1.Costa Rica:</u> <u>a diverse country</u></p> <p>What can you say about Costa Rican people?</p> <p><u>Cultural diversity</u></p>		



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



LINGUISTIC COMPETENCE S 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, interesti ng, 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,		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>hiking, running, swimming, horse riding, fishing, go to amusement park</p> <p><u>Indoor activities</u></p> <ul style="list-style-type: none">- Listen to music, dancing, watching movies, playing video games,		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>surfing the internet</p> <ul style="list-style-type: none">- 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> <ul style="list-style-type: none">- Mountains, rivers, lakes, national		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>parks, beaches</p> <p><u>Entertainment</u></p> <p>:</p> <ul style="list-style-type: none">- Theater, concert hall, shoppin g center, museum s, zoos, sport center, stadium, nightclu b		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>4.How will I get there?</u></p> <p><u>Means of transportation</u></p> <p>Plane, car, ship, bicycle, bike, bus, horse, foot, ferry</p> <p>Action verbs:</p> <p>Ride, go, take, run</p> <p><u>5.Exploring Costa Rica:</u></p> <p><u>no better place to be</u></p>		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p><u>Sport activities</u></p> <ul style="list-style-type: none">- Swimming, climbing, sailing, snorkeling, caving, canoeing, surfing <p><u>Events:</u></p> <ul style="list-style-type: none">- Music festivals, arts festivals, religious		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	festivals, carnivals , parades		

SCOPE AND SEQUENCE II CICLO

FOURTH GRADE	FIFTH GRADE	SIXTH GRADE
Scenario: Weather Wise Themes:	Scenario: Go Green Themes: • Our Environment:	Scenario: Costa Rican Heroes Themes:



<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 • Places , People and 	<p>Making the Connection</p> <ul style="list-style-type: none"> • Actions that Harm the Environment • Protecting my Planet • Healthy Lifestyles • Uhm! I’m Hungry! What did you Cook? <p><i>Scenario: Pura Vida in many ways</i></p> <p>Themes:</p> <ul style="list-style-type: none"> • What’s Going on in Town? • Costa Rica: “No Artificial Ingredientes” • In & Out Costa Rica • Do you have plans for the Weekend? 	<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:</p> <p>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 • Are We Saying “Goodbye” to the Rainforest? • Ways to Rescue it
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<p>Wildlife at the Park</p> <ul style="list-style-type: none"> • At the Farm • Let's Go to the Farmers' Market • Let's Make a Meal <p>Scenario: What a Disaster!</p> <p>Themes:</p> <ul style="list-style-type: none"> • Getting Ready for a Natural Disaster • Was That an Earthquake? • Calling 911 • I am not feeling well • Doctor!: Injections, Pills, and Creams... Oh, my 	<ul style="list-style-type: none"> • How Was your Weekend? <p>Scenario: Connecting Electronically</p> <p>Themes:</p> <ul style="list-style-type: none"> • Using Electronic Devices • At the Electronic Devices Store • What is Better a Tablet or a Computer? • Operating and Taking Care of Electronic Devices 	<p>Scenario: Staying Safe in a Digital World</p> <p>Themes:</p> <ul style="list-style-type: none"> • 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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II CICLO. FOURTH GRADE. Mediación Pedagógica en las Pags 58–64. 93–100 del Programa de estudios de Segundo Ciclos



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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
- 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
<p>LISTENING</p> <p>L.1. understand isolated, familiar words and phrases when listening to clear, slow, and basic texts.</p> <p>L.2. understand phrases and high frequency vocabulary that is familiar.</p>	<p>GRAMMAR AND SENTENCE FRAMES</p> <p><u>Simple present using (S-V-C) pattern.</u></p> <ul style="list-style-type: none"> - My sister ___ (likes) _____ (winter). - I feel ___ (happy) _____ when it _____ (rains). - It is sunny and dry in _____ (January). 	<p><u>Discourse Markers</u></p> <p>Linkers: Sequential</p> <ul style="list-style-type: none"> - past tense <p>First, then, after that, finally</p> <ul style="list-style-type: none"> - <u>First</u>, the weather in Costa Rica 	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Showing respect for others' preferences. - Developing skills to work cooperatively. - Using technology to communicate



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<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>READING R.1. understand</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>is beautiful.</p> <ul style="list-style-type: none"> - <u>Then,</u> the people are nice. - <u>After that,</u> the food is delicious. <p><u>Finally,</u> the places I</p>	<p>ate ideas effectively</p> <ul style="list-style-type: none"> - Showing creativity for selecting a vacation place. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Identifying cultural and regional differences in terms of weather and behavior at

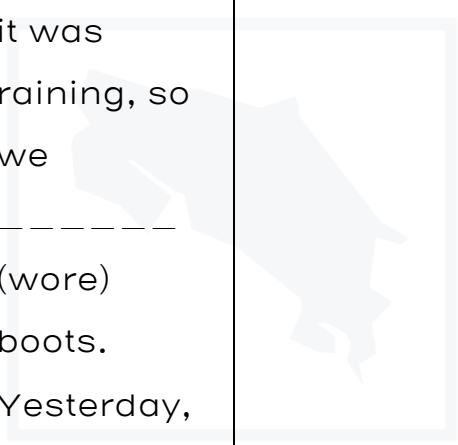


LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.</p> <p>R.2. follow a set of clear-cut instructions, especially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



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>most important steps.</p> <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</p>	<p>_ (played soccer outside).</p> <p><u>Verb tenses</u> (<u>past tense</u> / <u>present progressive and past progressive</u> / <u>past tense</u>)</p> <p>- Yesterday, _____ (was) a sunny day. He _____ (was wearing) blue jeans</p>		<p><u>Expressions</u></p> <ul style="list-style-type: none"> - Let's get dressed - 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>



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>R.PA.5. identify the sounds /ɜ:/ /ɔ:/ // œ // ʌ/</p> <p>SPOKEN INTERACTION SI.1. provide basic information about familiar things and ideas.</p>	<p>and a t-shirt.</p> <p>– Yesterday, it was raining, so we _____ (wore) boots.</p> <p>– Yesterday, it was snowing, I went skiing.</p> <p><u>Information questions with present continuous</u></p> <p>– What are</p>		<p>– It's raining cats and dogs. (It's raining heavily.)</p> <p>– I am on cloud nine. (A person is extremely happy.)</p> <p>– Dressed to kill. (Dressed in fancy, stylish clothing.)</p> <p>– Have a safe trip</p>



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>Sl.2. provide one-word answers to basic questions.</p> <p>Sl.3. ask for clarification of unknown words and expressions</p> <p>Sl.4. ask others about their likes and dislikes (e.g. discuss favorite foods of Costa Rican vacation destinations).</p>	<p>you wearing today?</p> <p><u>Information questions with past tense</u></p> <ul style="list-style-type: none"> - How was the weather yesterday? - What were you wearing yesterday? - Why did you wear a jacket yesterday? 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SPOKEN PRODUCTION 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 W.1. label charts, diagrams, and maps.</p> <p>W.2. write, with the help of</p>	<p><u>Comparative and superlative forms. (i.e., quantity/size/shape/ color) with adjectives and nouns.</u></p> <p>- Today is _____ (colder) than yesterday.</p> <p>- This shirt is _____ (larger) than that one.</p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>illustrations, an explanation of where they will go how to get there, and what they will do.</p> <p>W.3. apply conventions of standard English.</p> <p>ASSESSMENT STRATEGIES</p> <p>Using technically elaborated instruments for self-assessment</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>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>L.2. Recognizes familiar phrases and high frequency vocabulary in</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. 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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>Simple future</u></p> <ul style="list-style-type: none"> - I will bring my ____ (sunglasses). - We will go to the ____ (beach). - We will _____, _____, _____. <p><u>Present</u> <u>Progressive:</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</p>	<p>- I'm going to_____</p> <p><u>Wh- questions</u></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</u> <u>present simple</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>English sounds /ɜ:/ // ɝ:/ œ/ / ʌ/ and decodes words.</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information about how the learner:</p>	<ul style="list-style-type: none"> - Do you have a double/single room for tonight? - Do you accept credit cards? - Does the hotel have a swimming pool? <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.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 during a dialogue, exchange, interview or survey.</p>	<p>Segmenting sentences into words (e.g., cutting up sentence strips)</p> <ul style="list-style-type: none"> - I /feel/ happy. - I/ am/ wearing/ a/ jacket. - I /like/ winter. <p>Blending spoken simple onsets and rimes to form real words</p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<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</p>	<p>(onset /c/ and rime / æt/) /- 3r/.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Hot, got, not, pot - hat, cat, at, bat. - hotter, colder, happier <p>VOCABULARY</p> <p><u>Vocabulary</u></p> <p><u>1.Weather and Seasons</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>basic aspects of an event in an oral presentation.</p> <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</p>	<p><u>Weather conditions:</u></p> <ul style="list-style-type: none"> - Sunny, Rainy - Cloudy, Windy - Snowy... <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>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>sentences and paragraphs.</p> <p>INTEGRATED.</p> <p>-MINI PROJECT</p> <p>- Planning collaboratively a lap-book which includes the themes studied (weather, activities, moods, clothing and vacation plans) by looking for</p>	<ul style="list-style-type: none"> - England, Mexico - United States, <p><u>2.Sunshine and Rainbows - My Feelings</u></p> <p><u>Feelings:</u></p> <ul style="list-style-type: none"> - Happy - Excited - sad <p><u>Verbs forms:</u></p> <ul style="list-style-type: none"> - Feel, Wear, - Play, Go, visit 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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.</p> <p>Brainstorming ideas.</p>	<p><u>3.What to Wear?</u></p> <p><u>Objects:</u></p> <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”- Indoor</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>– Planning the project collaboratively.</p> <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</p>	<p><u>and Outdoor Activities</u></p> <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 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
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	<ul style="list-style-type: none"> - games playing video games <p><u>5. Planning Vacations:</u></p> <p><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 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>describing weather conditions, clothing, feelings and vacation plans using key vocabulary and sentence frames.</p>	<ul style="list-style-type: none"> - Going to the river <p><u>Descriptive words</u></p> <ul style="list-style-type: none"> - Happy, Excited - Hot, Cold <p><u>People to meet</u></p> <ul style="list-style-type: none"> - Uncle-aunts - 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>		



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">- Book a room- I need a single or double room- How much is it?- 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)		



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">- wake up (early)- eat breakfast/ lunch/ dinner		

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
- 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,	GRAMMAR AND SENTENCE FRAMES <u>Simple present</u>	<u>Discours</u> <u>e</u> <u>markers</u> Linkers:	<u>Psycho-social</u> – Taking personal and social



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>explanations when delivered slowly (e.g. The description of a national park).</p> <p>L.2. understand the main points in short, simple stories and reports when there is some previous understanding</p>	<p><u>using (S-V-C) pattern</u></p> <ul style="list-style-type: none"> - A monkey has a long tail. - The beach is beautiful. - The mountain is steep. <p><u>Simple present tense</u></p> <ul style="list-style-type: none"> - Monkeys eat bananas. - They climb trees. 	<p>Sequential – past tense</p> <p>First, then, after that, finally</p> <p>–</p>	<p>responsibility to care for nature.</p> <ul style="list-style-type: none"> - Taking pride in natural treasures in our country. - Working cooperatively with others. <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Using the right choice of greetings & address forms (e.g.



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>g of the topic and if they are read slowly, clearly and possibly repeated and accompanied with drawings and/or diagrams.</p> <p>L.3. understand the main points in simple, clear, and short audio announcements</p>	<ul style="list-style-type: none"> - 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. - In Santa Rosa National 		<p>“High fives” and “fist bumps”)</p> <ul style="list-style-type: none"> - Following conventions for turn taking - Using the right choice of interjections (e.g. Oh! Wow! Beautiful!)



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>nts and messages.</p> <p>READING</p> <p>R.1.</p> <p>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>Park, you can visit the historical museum or the walk on the trails.</p> <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. 		<ul style="list-style-type: none"> – Cultural differences in terms of habits and routines between urban and rural settings – Polite forms to greet, say good-bye and address people in different settings/ farm/ friends/farm



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</p>	<p>– We shouldn't feed animals there.</p> <p><u>Simple past tense regular and irregular</u></p> <p>– I went to Rincón de la Vieja in July.</p> <p>– I hiked to a waterfall.</p> <p>– I swam in the hot spring.</p> <p><u>Wh /information questions</u></p>		<p>er's market, restaurant</p> <p><u>Social language</u> <u>Samples and idioms/phrases</u></p> <p>– Proverbs/idioms:</p> <p>– “A breath of fresh air...” (something new or different makes the experience more exciting)</p>



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>short vowel sounds in medial positions of words.</p> <p>R.PA.5. decode English graphemes and phonemes using knowledge of phonemic awareness.</p> <p>SPOKEN INTERACTION</p>	<ul style="list-style-type: none"> - What is Tortuguero like? - 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 		<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)



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>Sl.1. ask straightforward questions in familiar situations and understand the responses.</p> <p>Sl.2 exchange information about everyday matters using simple vocabulary (e.g., favorite</p>	<p>Park did you visit last weekend?</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? 		<ul style="list-style-type: none"> - The early bird catches the worm. (If you get up to work early, you will succeed.) - <u>Green thumbs</u> (Good at gardening) My dad was born with green thumbs. He's great with plants.



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>pets, favorite food, recipe).</p> <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</p>	<p><u>Personal pronouns</u> (i.e., I, you, he, she, it) and <u>adverbs of frequency</u> (every day/week/Saturday, always, sometimes) to complete a given sentence.</p> <ul style="list-style-type: none"> - I get up early every morning. - He/she milks the cow every day. 		<ul style="list-style-type: none"> - 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
<p>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> <p>W.1. engage in the writing process: pre-drafting, drafting.</p> <p>W.2. use simple sentences</p>	<p>– They feed the pigs and chickens every morning.</p> <p><u>Present continuous</u> with <u>adjectives</u> <u>modifying nouns</u> (quantity, size, shape, color)</p> <p>– My mother <u>is watering the ornamental plants.</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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</p>	<p>– They <u>are</u> <u>planting new</u> <u>lemon trees.</u></p> <p><u>Present simple</u> in sentences with <u>adjectives</u> <u>modifying nouns</u> (quantity, size, shape, color)</p> <p>– I want <u>three</u> <u>big oranges.</u></p> <p>– I need <u>three</u> <u>big carrots.</u></p> <p>– I want <u>three</u> <u>cheeseburgers</u> and a <u>small</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>food preferences.</p> <p>ASSESSMENT STRATEGIES</p> <p>Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information</p>	<p><u>size order of</u> French fries.</p> <p><u>Articles with Count and noncount nouns</u></p> <ul style="list-style-type: none"> - An apple/ apples - A horse/ horses - Milk / some milk - Salt / some salt <p><u>Count and noncount nouns with some, much and many</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>about how the learner:</p> <p>L.1. Recognizes short and clear, explanations when delivered slowly.</p> <p>L.2. Recognizes the main points in short, simple stories and reports.</p>	<ul style="list-style-type: none"> - 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><u>Sequence adverbs</u> with <u>imperatives</u></p> <ul style="list-style-type: none"> - First, boil some water. - Second, <u>add</u> the spaghetti. <p><u>Wh-questions</u> with <u>present simple</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<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</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? <p><u>Sequence adverbs</u> with <u>imperatives</u></p> <ul style="list-style-type: none"> - First, boil some water. 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>a reading by analyzing it and enjoy texts.</p> <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</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>sentences blending English graphemes and phonemes. Using different types of technically designed instruments such as checklists, rubrics, the teacher collects information</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 - / ʌ / / sun, fun, <p>Identifying short vowel sounds (-at,</p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>about how the learner:</p> <p>Sl.1. Asks others about what they like to eat or drink.</p> <p>Sl.2 Exchanges information about everyday matters using simple vocabulary (e.g., favorite food, recipe).</p>	<p>-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) - I (milk, pineapple) - J (jar, juice) 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SP.1. Describes basic aspects of their day-to-day life.</p> <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><u>Reading</u> <u>contractions</u></p> <ul style="list-style-type: none"> - Doesn't, don't, didn't, aren't <p><u>Consonant blends</u></p> <ul style="list-style-type: none"> /pl/:planting, plowing - /st/:staying, stirring - /tr / transport, trailer <p>Practicing minimal pair sounds: s / z sip / zip</p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<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> <p>W.3. Composes short</p>	<p>sue / zoo place / plays rice / rise 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> <ul style="list-style-type: none"> - Turtles - Sloths, Monkeys - Snakes, Squirrel - Parrots, Scarlet 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>sentences and notes for describing activities at the farm and food preferences.</p> <p>INTEGRATED .-MINI PROJECT</p> <p>Integrated Mini-Project</p> <p>- Planning and creating collaboratively a</p>	<p>macaws, crabs</p> <ul style="list-style-type: none"> - Crocodiles, - raccoon <p>There is/ There are There was/ There were..</p> <p><u>Activities in past tense:</u></p> <ul style="list-style-type: none"> - Saw, Went - Ate, swam - Took, walked - Watched, visited 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>collage, video or other visual representation of a favorite natural wonder/ farming activities and things we do there, including what we should do to preserve it using</p>	<ul style="list-style-type: none"> - 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 - Restrooms - Picnic áreas <p><u>Descriptive adjectives</u></p>		



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. - Planning and creating collaboratively a flipbook showing 	<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> <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. 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>cause and effect of caring for or destroying our natural wonders using sentence frames and unit vocabulary.</p> <p>– Rehearsing and reporting it in an oral and written</p>	<ul style="list-style-type: none"> – Do not pollute water. – Do not kill animals or destroy plants and trees. – Protect the wildlife. <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 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>way to the class.</p> <ul style="list-style-type: none"> - 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><u>Growing the crops:</u></p> <ul style="list-style-type: none"> - weeding, cutting, pruning, digging, weather, watering <p><u>Farm activities</u></p> <ul style="list-style-type: none"> - Planting/growing - Gardening - Cow milking - Harvesting, Feeding <p><u>Transporting:</u></p>		



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</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 <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>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
well as asking for and giving information using key vocabulary and sentence frames.	<ul style="list-style-type: none"> - bananas, oranges, pineapples, mangoes, vegetables, corn, - palm oil, chocolate, ornamental plants <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>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<u>Verbs</u> <ul style="list-style-type: none"> - Preheat, grease - Steam, boil, slice - Peel, chop, stir, - Add, serve 		

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!



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
- 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	GRAMMAR AND SENTENCE FRAMES <u>Simple present</u>	<u>Discourse</u> <u>Marker</u>	<u>Psycho-social</u>



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
<p>phrases that denote position (under, over, beside) and can understand simple instructions including directions (e.g., on the second floor, near the window, after the</p>	<ul style="list-style-type: none"> - I am afraid/scared of /earthquakes/ tornados and volcanic eruptions. - 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? 	<p><u>s</u> Linkers : Sequen tial – past tense First, then, after that, finally</p>	<ul style="list-style-type: none"> - Taking personal and social responsibility for preventing and reacting in an emergency situation



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
<p>next person). L.2. understand others' expression of feelings (e.g., whether they are indicating they are happy/scared, relaxed, and well/ill). L3. understand</p>	<ul style="list-style-type: none"> - Which disasters are common in your local area? - 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"> - Showing willingness to follow instructions - Working cooperatively with others <p><u>Sociocultural</u></p>



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
<p>short, clear, and simple instructions and explanations when delivered slowly (e.g., getting a prescription and some medical advice)</p> <p>READING R.1. recognize</p>	<ul style="list-style-type: none"> - Last night, there was an earthquake. - 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 		<ul style="list-style-type: none"> - Showing interest in a person's well being - Sharing experiences and concerns - Use of conventional



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
<p>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</p>	<ul style="list-style-type: none"> - Call the 911 <p><u>Present progressive tense</u></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. 		<p>ions for turn-taking</p> <ul style="list-style-type: none"> - Using greetings & address forms (ex. Hello, Dr. Lopez, handshake)



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
<p>what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.</p> <p>R.PA.4 produce English sounds /ed/</p>	<ul style="list-style-type: none"> - He is healthy <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>		<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>



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
<p>/-ing/ /s / /θ/ /v/ /sh/ /u/ /z/ with verbal modeling and visual cues.</p> <p>SPOKEN INTERACTI ON</p> <p>Sl.1. ask others simple questions concerning their homes (village/tow</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 		<ul style="list-style-type: none"> - Creatin g a storm in a teacup - The calm before the storm. - It is better to be safe than sorry.



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
<p>n) or personal information (e.g., what is your name? Where do you live?) and feelings.</p> <p>Sl.2. state single directions, advice / commands using words</p>	<ul style="list-style-type: none"> - Communicate /communicating/communicated - Listen- listening/listened <p>Practicing: s / θ</p> <p>sum / thumb sank / thank sink / think saw / thaw sin-thin</p> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> - V : (vomit, vaccine, fever) 		<ul style="list-style-type: none"> - 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



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
<p>and phrases. SI.3. provides and accepts advice. SPOKEN PRODUCTI ON SP.1. talk about a familiar topic in a short presentation, prepared in advance.</p>	<ul style="list-style-type: none"> - Sh :(rash, shot, she) - U :(flu, school, cure) - Z :(sneeze, nose, examine) <p>VOCABULARY <u>Vocabulary</u></p> <p><u>1.Getting Ready for a Natural Disaster</u></p> <p>Emergencies and natural disasters</p> <ul style="list-style-type: none"> - Car accident - Earthquake 		<p>the doctor away. - I feel rough. I am alive and kicking. (to continue to be well, healthy or successful)</p>



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
<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</p>	<ul style="list-style-type: none"> - 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 - Classes cancelled. <p><u>People:</u></p> <ul style="list-style-type: none"> - Rescue Team - Survivors 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
<p>topic sentence and two to three details</p> <p>WRITING W.1. compose short sentences expressing wants and needs.</p> <p>W.2. compose short messages like</p>	<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. - Pay attention to warnings. - Follow instructions. - Pick a meeting place. <p><u>Build an emergency kit.</u></p>		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
<p>instructions, signs and warnings.</p> <p>ASSESSME NT STRATEGIE S</p> <p>Using technically elaborated instruments for self-assessment and with the guidance of</p>	<ul style="list-style-type: none"> - Bring pets inside - Listen to weather reports and updates for advice and instructions. <p>Only return home once you are told it is safe.</p> <p><u>2. Was that an earthquake?</u></p> <p><u>Earthquakes</u></p> <ul style="list-style-type: none"> - Ground moving - Floor rippling - Circular motion - Objects falling 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
<p>the teacher, the learner:</p> <p>L.1. Recognizes basic phrases that denote position and can understand simple instructions including directions.</p> <p>L.2. Recognizes others'</p>	<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> <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 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
<p>expression of feelings.</p> <p>L3.</p> <p>Recognizes short, clear, and simple instructions and explanations.</p> <p>R.1.</p> <p>Recognizes short text messages as well as short greetings.</p>	<ul style="list-style-type: none"> - Place, Time - People injured <p><u>4.1 am not feeling well</u></p> <p><u>Not feeling well!</u></p> <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>		




LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
<p>R.2. Reads with fluency and accuracy.</p> <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</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 - To visit the doctor, to take medicines, to drink, to buy medicines, to listen to recommendations... you should. <p><u>Action verbs</u></p>		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
<p>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 teacher</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> <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 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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,</p>	<p>- Listened to my heart Examined my eyes and throat</p> 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
advice / commands. SI.3. Provides and accepts advice.. SP.1. Talks about a familiar topic in a short presentatio n. SP.2. Presents with a group, topic			



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
sentence and two to three details related to being healthy. SP.3. Describes common diseases, symptoms and treatments. SP.4. States single step directions/			



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
commands using words and phrases in conversatio ns, dialogues or oral presentatio ns. W.1. Composes short sentences expressing needs and preferences.			



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
W.2. Composes short messages like instructions, signs and warnings. INTEGRAT ED.-MINI PROJECT Integrate d Mini- Project - Planning and			



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
creating collabora tively a brochure or lap book: about how to prepare for a natural disaster including advices for treating common			



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>diseases, symptoms, and ways to stay healthy and reporting it in oral and written form.</p> <ul style="list-style-type: none"> - Participating in co-assessment using technicall 			



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>y designed instruments</p> <p>ASSESSMENT INTEGRATED MINI-PROJECT</p> <p>IMP. Using different types of technically designed instruments</p>			



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
to assess the overall accomplish ment of unit goals, the teacher collects information about how learners apply basic language competence s in oral and written comprehens ion and oral			



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNIT Y
and written production for describing natural disasters, ways to stay safe and common diseases and actions done when a person is sick.			

FIFTH GRADE



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

SCENARIO: Go Green

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
<p>LISTENING</p> <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>L.3. understand short, clear, and simple</p>	<p>GRAMMAR AND SENTENCE FRAMES</p> <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). 	<p><u>Sequenc</u></p> <p><u>e</u></p> <p><u>adverbs</u></p> <p><u>-past</u></p> <p><u>tense</u></p> <p>First,</p> <p>next,</p> <p>then,</p> <p>finally</p>	<p><u>Psycho-social</u></p> <ul style="list-style-type: none"> - Respecting the environment - Cooperating among classmates - Developing creativity, collaboration critical thinking and communication skills - Respecting other people's



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>instructions and explanations when delivered 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</p>	<ul style="list-style-type: none"> - I can _____ (plant) trees to enhance reforestation. - 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>		<p>customs and habits</p> <ul style="list-style-type: none"> - Leading a healthy life <p><u>Sociocultural</u></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



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>there are pictures or diagrams to illustrate the most important steps.</p> <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>– If I/we (throw) pesticides into rivers (fish) will die.</p> <p><u>Modal Should</u></p> <p>– We should/should n't _____</p> <p>– I should/n't _____.</p> <p><u>Information questions with “to be” and “can”</u></p> <p>1. What type of animals and plants can you find in the rainforest?</p>		<p><u>idioms/phrases</u></p> <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>



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SI.1. indicate strengths and weaknesses related to the theme and language function.</p> <p>SI.2. ask for clarification of unknown words and expressions</p> <p>SI.3. make and accept advice.</p> <p>SPOKEN PRODUCTION</p> <p>SP.1. talk about a familiar theme in a short presentation,</p>	<p>2. How can we preserve our forests and animals?</p> <p>3. Why the conservation of the environment is so important?</p> <p><u>Simple Present</u> <u>and Frequency</u> <u>Adverbs</u></p> <p>– I usually eat/drink -----.</p> <p>– I exercise once/twice a week.</p>		<p>– Butter someone up (be extra nice with someone)</p> <p>– Cheesy (silly)</p> <p>– Cool as a cucumber (very relaxed)</p> <p>– Full of beans (lively, active and healthy)</p> <p>– In bad shape (poor physical condition)</p>



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>prepared in advance</p> <p>SP. 2 describe their favorite recipe, how to prepare it, and possible length of time and nutritious value.</p> <p>WRITING</p> <p>W.1. label charts, diagrams, and maps.</p> <p>W2. prepare simple reminders or notes for personal use (e.g., diary,</p>	<p><u>Present simple and preferences</u></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><u>Past simple</u></p> <ul style="list-style-type: none"> - They cooked ... - I mixed... - I prepared... <p><u>Future with will</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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 guidance of the teacher, the learner:</p>	<ul style="list-style-type: none"> - I am overweight so I will go on a diet. - I will eat healthy food.. <p><u>Future with going to</u></p> <ul style="list-style-type: none"> - I am going to eat healthier. - I am going to do more exercise. 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<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</p>	<p><u>Prepositional phrases</u></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. 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>simple instructions and 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</p>	<ul style="list-style-type: none"> - Running is better than walking. - 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>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>diagrams to illustrate the most important steps.</p> <p>R.3. Recognizes readings, analyzes and enjoys texts.</p> <p>R.PA.4. 1Reads words and sentences by decoding English graphemes and phonemes using knowledge of word parts, syllabification</p>	<p>– We should not eat junk food frequently.</p> <p><u>Phonemic Awareness</u></p> <p><u>Long Vowel sounds:</u></p> <p>/ay/ /ey / /i/ /u/ (e.g., kite, buy, made, cake, save, tree, use, do, etc.)</p> <p><u>Segmenting multi-syllabic words into syllables.</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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> <p>Using different types of technically designed instruments such as checklists,</p>	<ul style="list-style-type: none"> - (/but/ter/fly/, gar/bage/) - Reading regularly spelled two-syllable and compound words including consonant blends. (bl, st, and tr) - Practicing minimal pair sounds: /-t / 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>rubrics, the teacher collects information about how the learner:</p> <p>SI.1. Indicates strengths and weaknesses of personal or human actions on the environment.</p> <p>SI.2. Asks for clarification of unknown words and expressions</p> <p>SI.3. Makes and accepts suggestions.</p>	<p>- heart/ plate/ bet/ bought/ /-d/ hard, played, bed, bored</p> <p>VOCABULARY</p> <p><u>1.Our environment:</u> <u>Making the Connection</u> <u>Environmental terms</u> Climate, plants, animals,</p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<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</p>	<p>forest,energy,habitat</p> <p><u>Information questions</u></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>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>notes for personal use.</p> <p>W.3. Applies conventions of standard English when writing short texts.</p> <p>INTEGRATED MINI-PROJECT</p> <ul style="list-style-type: none"> - Planning and creating collaboratively a school campaign using technology to protect the 	<ul style="list-style-type: none"> -What human actions do harm/damage the planet? <p><u>Actions against the environment</u></p> <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 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>environment and/or ways to keep a healthy life style including advertisements and activities ,</p> <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. 	<ul style="list-style-type: none"> - 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> <p><u>Actions to help the environment</u></p> <ul style="list-style-type: none"> - Recycle, reuse, reduce, plant trees, go organic, walk/cycle, save water, use clean power, avoid 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	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</p>	<p>buying plastic bags, classify garbage</p> <p><u>Solving Environmental Problems</u></p> <p><u>Problems</u></p> <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>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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.</p>	<ul style="list-style-type: none"> - We ____ (plant)trees We should not waste _____ (water and energy). <u>4.Healthy Lifestyles</u> - How can we keep healthy? - Let's make a health campaign at school. - Taking care of the body - I have to... I should... 		



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">- Take a bath/ shower- Brush teeth- Use dental floss- Drink a lot water- Wash hands after using toilets and before meals- Eating healthy food <p><u>.Let's keep in shape</u></p> <p><u>Expressions and phrases</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 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. <p><u>Activities</u></p> <ul style="list-style-type: none">- Going to the gym- Playing soccer with my friends		



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">- 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,		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>spaghetti,</p> <p><u>Meats:</u></p> <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		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO KNOW	LEARN TO BE AND LIVE IN A COMMUNITY
	bottle, a bar, a tin/can <u>Sequence words</u> - First, second, then, finally <u>Verbs</u> - 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?
- 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 L1. understand short, clear, and simple instructions and	<u>Grammar and sentence frames</u> <u>Superlative forms</u>	<u>Discourse Markers</u> First, second, third...	<u>Psycho-social</u> - Respecting other customs



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>explanations when delivered slowly (e.g., how to create a mask or handcraft).</p> <p>L2.</p> <p>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>The most beautiful beach of my province is_____.</p> <p>The best food to eat is _____.</p> <p>The highest mountain is _____.</p> <p><u>Interrogatives</u></p> <ul style="list-style-type: none"> - What are the most popular activities/celebrations in your community/country? 	<ul style="list-style-type: none"> - Celebrating the differences between cultures 	<p>and traditions</p> <ul style="list-style-type: none"> - Celebrating the differences between cultures <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Holidays and celebrations - Loving diversity in Costa Rica and countries



LINGUISTIC COMPETENC ES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNIT Y
<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 R1. understand much of what</p>	<p>In Costa Rica we -----.</p> <p>– What do people do to celebrate ____? We cook/ dress...</p> <p><u>Simple Present Tense</u></p> <p>– I like to -----.</p> <p>– I do not like to -----.</p> <p>– My favorite (sport) _____ is _____.</p> <p><u>Interrogatives</u></p>		<p>around the world</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</p>



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.</p> <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</p>	<ul style="list-style-type: none"> - What do you do for fun? - How do you play __? - How often do you _____? <p><u>Present Perfect</u></p> <ul style="list-style-type: none"> - How long have you been playing soccer? I started two years ago. - How long have you been playing the guitar? Since I was in second grade. - <u>Future with</u> 		<p>to have a cat nap while you are cooking dinner.</p> <ul style="list-style-type: none"> - <u>Don't count your chicken before they hatch</u> (don't make plans ahead of time)



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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><u>going to/will</u></p> <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> <p>I had a great weekend, I went to the (movies) _____ with my friends.</p> <p><u>Phonemic Awareness</u></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>	<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). - Writing the letters heard in a word in proper order. <p><u>Phonemic Awareness</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SI.3. ask others simple questions concerning their homes (village/town) or their 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</p>	<p>Practicing minimal pair sounds: s / θ</p> <p>sin/ thin, sum/ thumb, sank/ thank, sink/ think, saw/ thaw</p> <p>Distinguishing spoken rhyming words from non-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>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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 activities, and the people around them.</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. What do you recommend me? - What do people do for fun? We go to... - What time is it? <p><u>Music</u></p> <ul style="list-style-type: none"> - Folk, salsa, cumbia, <p><u>Activities</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<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"> - Parades, horse shows, pilgrimage, dances <p><u>Occupations</u></p> <ul style="list-style-type: none"> - Housewife, cowboy, farmer, <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? 		



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</p>	<p>– How do you celebrate it?</p> <p><u>Holidays & Celebrations</u></p> <p>– Saint Patron’s Day, community fair, civic parties, holidays</p> <p><u>Typical cuisine</u></p> <p>– Rice with chicken, picadillos, soups, grilled beef</p> <p><u>Typical dressing</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated.</p> <p>L3. Recognizes the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams,</p>	<ul style="list-style-type: none"> - School uniform, t-shirt and jeans, a hat, boots <p>2.Costa Rica: “No artificial ingredients”</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? 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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>R2. Recognizes and enjoys texts.</p>	<p><u>Places to go</u></p> <ul style="list-style-type: none"> - Beaches, volcanos, rainforests, wildlife islands. <p><u>People to meet</u></p> <ul style="list-style-type: none"> - Indigenous communities (bribris, cabecares, malekus, Ngöbes) - Afro-descendent 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<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</p>	<ul style="list-style-type: none"> - Costa Rica is Multicultural and plurilingual <p><u>3.In & Out Costa Rica</u></p> <p><u>Expressions and phrases</u></p> <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? 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>modeling and visual cues and practices</p> <p>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>Yes, he has been to the United States.</p> <ul style="list-style-type: none"> - How long are you staying in Mexico? For three weeks. - Which places have you visited? - I have been to... <p><u>Countries and Nationalities</u></p> <ul style="list-style-type: none"> - Mexico Mexican - Canada Canadian - Nicaragua Nicaraguan 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>Sl.1. Asks straightforward questions in familiar situations and understands the responses.</p> <p>Sl.2. Exchanges information about everyday matters using simple vocabulary (e.g., favorite sports, holidays, music, food).</p> <p>Sl.3. Asks others simple</p>	<p>– Panama Panamanian England English</p> <p><u>4. Do you have plans for the weekend?</u></p> <p><u>Expressions and phrases</u></p> <p>– Are you busy on Sunday?</p> <p>– Do you want to hang out?</p> <p>– I am going to play soccer with Mike</p> <p>– I will sing karaoke.</p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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>SP.2. Talks about a familiar topic in a short presentation.</p>	<p>– She will ride on bike with her friends.</p> <p><u>Fun activities and hobbies</u> Playing the violin, skateboarding, snorkeling</p> <p><u>5. How was your weekend?</u></p> <p><u>Expressions and Phrases</u></p> <p>– What did you do this weekend? I played chess with my friend.</p>		

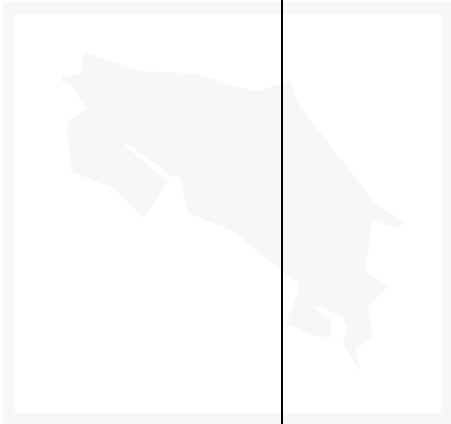


LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W1. Engages in the writing process: pre-drafting, drafting.</p> <p>W2. Uses simple sentences and expressions to describe such things as their surroundings, their holidays, important event and the people around them.</p> <p>W.3. Composes short texts</p>	<ul style="list-style-type: none"> - Where did you go? I went to the stadium. - How was the weather? It was very hot. <p><u>Sports and hobbies</u> soccer, volleyball, golf, surfing, skateboarding.</p> <p><u>Adverbs of frequency</u></p> <ul style="list-style-type: none"> - We usually _____. - In our country we sometimes _____: 		

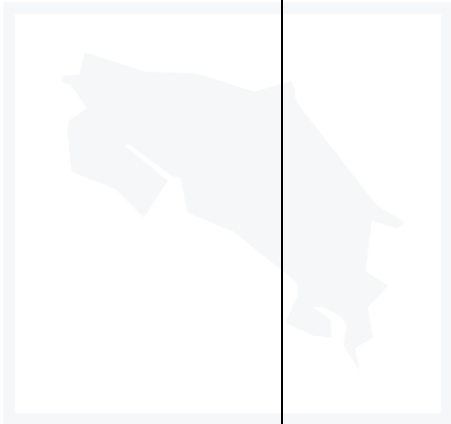


LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>expressing wants and preferences.</p> <p>INTEGRATED MINI- PROJECT Planning and creating collaboratively a mini- classroom newspaper advertising activities in the community using sentence frames and unit vocabulary to</p>	<ul style="list-style-type: none"> - In my town we ___, but in the ___ (city) they ____. <p><u>Adjectives</u></p> <ul style="list-style-type: none"> - size: long celebration, small parade. - shape: round, square - colors: white hat, red skirt 		

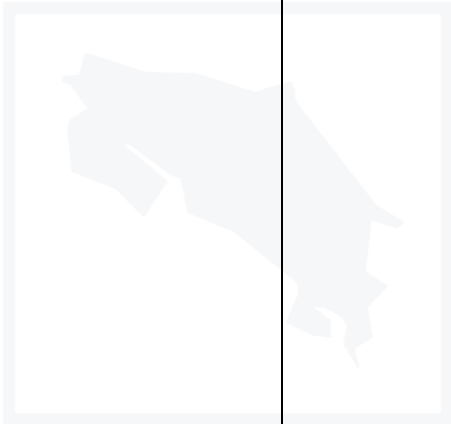


LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>report it in oral and written ways to the class.</p> <p>Participating in co-assessment using technically designed instruments.</p> <p>ASSESSMENT IMP</p> <p>IMP. Using different types of technically designed instruments to</p>			



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



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN DO TO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>attractions and celebrations in town and asking for and giving information using key vocabulary and sentence frames.</p>			

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 short audio announcements and messages.	GRAMMAR AND SENTENCE FRAMES <u>Grammar & Sentence Frame</u> <u>There is/are</u>	<u>Discourse</u> <u>Markers</u> <u>Sequence</u> <u>adverbs-</u>	<u>Psycho-social</u> – Creating awareness of the negative effects of



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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.</p> <p>READING</p>	<ul style="list-style-type: none"> - There is/are _____. <p><u>Simple Present Tense</u></p> <ul style="list-style-type: none"> - I have a/an _____. - I have a/a_, but I prefer ___. - An advantage of internet is _____. <p><u>Comparative and superlative</u></p>	<p><u>past tense</u></p> <p>First, next, then, finally</p> <ul style="list-style-type: none"> - 	<p>electronic devices.</p> <ul style="list-style-type: none"> - Comparing the ways people socialize with or without electronic devices. - Developing creativity, collaboration critical thinking and communication skills. <p><u>Sociocultural</u></p>



LINGUISTIC COMPETENCE S 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</p>	<ul style="list-style-type: none"> - This Mac MP3 is more expensive than that Sony MP3. - The most expensive computer brand in the market is Apple. <p><u>Countable and uncountable</u></p> <ul style="list-style-type: none"> - How much is a MacBook? 		<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</i> (+ surname) informal, e.g. first name only, such as <i>John! Susan!</i>



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>advertisement or dialogue)</p> <p>R.PA.3. Decode s 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</p>	<ul style="list-style-type: none"> - 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><u>Adverbial phrases with because</u></p>		<p><u>Social Language Samples and idioms/phrases</u></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
<p>greetings, leave-takings and personal interests in relation to technology in short dialogues and conversations.</p> <p>SPOKEN PRODUCTION S.P. 1. talk briefly about familiar topics, such as technology.</p> <p>WRITING</p>	<p>- I like to use _____ because _____</p> <p><u>Modals</u> <u>can/could/should'</u></p> <p>- You should buy a _____ (computer) instead of a tablet.</p> <p>- You could _____ get an iPod.</p>		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.1. compose short texts expressing uses and ways to take care of personal technological devices.</p> <p>W.2. compose short dialogues, advertisements related to technological devices and its uses.</p> <p>ASSESSMENT STRATEGIES</p>	<p><u>Phonemic Awareness</u></p> <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, 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>Using technically elaborated instruments for self and co-assessment and with the guidance of the teacher, the learner:</p> <p>L.1. Recognizes the main points in simple, clear, and short audio announcements and messages.</p>	<p>suffixes and roots including the endings –tion, –sion.</p> <p>– Reading contractions. (e.g., haven't, aren't, it's, etc.)</p> <p>VOCABULARY</p> <p><u>1. Using Electronic Devices</u></p>		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<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 they are familiar and/or</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 - chatting - texting 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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</p>	<ul style="list-style-type: none"> - 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 _____. - I want a/an_____ 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>different sentences and texts.</p> <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.</p> <p>Participates in</p>	<ul style="list-style-type: none"> - 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. 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>a short telephone conversation prepared in advance.</p> <p>S.1.2.</p> <p>Expresses common greetings, leave-takings and personal interests in relation to technology in short dialogues and conversations.</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 <p><u>Adjectives</u></p> <ul style="list-style-type: none"> - Expensive 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<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> <p>W.2. Composes short dialogues, advertisements related to</p>	<ul style="list-style-type: none"> - Cheap - Good - Bad - New - Old-fashioned <p><u>4.Operating and taking care of electronic devices</u></p> <p><u>Basic parts of a smartphone</u></p> <ul style="list-style-type: none"> - Power supply - SIM Card - Battery - Key pad 		

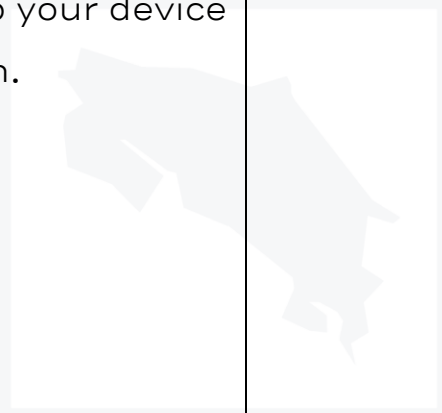


LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>technological devices and its uses.</p> <p>INTEGRATED MINI-PROJECT</p> <p>Integrated Mini-Project</p> <ul style="list-style-type: none"> - Planning and creating collaboratively a school fair advertising the latest electronic devices used in school. 	<ul style="list-style-type: none"> - Screen <p><u>Action Verbs</u></p> <p><u>How does the phone work?</u></p> <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>		




LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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.	<ul style="list-style-type: none">- Make sure the device is of good quality.- 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		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	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</p>	<p>when not in use. Keep your device clean.</p> 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
apply language competences in oral and written comprehension and oral and written production for describing technological devices their uses.			

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.
- 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
<p>LISTENING</p> <p>L.1. get the main idea of a short text when read aloud clearly and slowly.</p> <p>L.2. understand a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly (e.g.,</p>	<p>GRAMMAR AND SENTENCE FRAMES</p> <p><u>Simple present tense and personal subject pronouns (SVC)</u></p> <ul style="list-style-type: none"> - (Juan Santamaria, Sandra Cauffman,) are <u>national heroes/famous people</u>. - He/she is <u>sacrificial</u>. (brave, courageous) - He/she <u> fights </u> <u>crime</u>. (flies, disappears, 	<p><u>Linkers</u></p> <p>:</p> <p><u>sequen</u></p> <p><u>tial –</u></p> <p><u>past</u></p> <p><u>time</u></p> <p><u>Seque</u></p> <p><u>nce</u></p> <p><u>adverb</u></p> <p><u>s–past</u></p> <p><u>tense</u></p> <p>First,</p> <p>next,</p> <p>then,</p> <p>finally</p>	<p><u>Psycho–social</u></p> <ul style="list-style-type: none"> - Expressin g respect and pride for local and national culture, outstandin g people, family and friends - Explaining motivation s to improve/c



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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</p>	<p>freezes things, destroys, jumps, etc.)</p> <p><u>Past Tense</u></p> <ul style="list-style-type: none"> - The police officer <u>stopped</u> the speeding car. - 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>		<p>change lives</p> <ul style="list-style-type: none"> - Developing a favorable attitude towards books as a way to enrich life - Stimulating and expanding creativity and imagination



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated.</p> <p>READING</p> <p>R.1.</p> <p>distinguish and understand the important information in everyday visual text.</p>	<ul style="list-style-type: none"> - She represented the country <u>during</u> the Conference. - _____ was born <u>on</u> April 5, 1969. - 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. 		<p><u>Sociocultural</u></p> <ul style="list-style-type: none"> - Using different choices of greetings and leave takings according to context - Expressing positive politeness to express admiration, affection



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.2. read patterned and predictable text.</p> <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. apply knowledge of basic</p>	<ul style="list-style-type: none"> - _____ is <u>stronger than</u> _____. - _____ is <u>as intelligent as</u> _____. <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>and gratitude</p> <ul style="list-style-type: none"> - Expressing belief in one's own capacities and values - Expressing respect for diversity of gender roles and senior citizens in our society



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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</p> <p>demonstrate knowledge of phonemic awareness by pronouncing</p>	<p><u>Sequencing adverbs with Modal “must”</u></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? 		<ul style="list-style-type: none"> - Recognizing the importance of literature in people’s lives. - Gaining multiple cultural perspectives through the reading of literature pieces



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>sounds /s / z/in initial position and/ŋk / ŋ/ in <u>final position</u> and the digraphs (th, sh, ph) in initial position.</p> <p>SPOKEN INTERACTION</p> <p>Sl.1. provide some information concerning special or</p>	<p><u>Simple Present Tense</u></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 _____. 		<ul style="list-style-type: none"> - Developing appreciation for literature <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



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>famous people.</p> <p>Sl.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</p>	<p>– The story was about _____.</p> <p><u>Present progressive</u></p> <p>– The main character is talking about.</p> <p>– The man is running when he sees a tall woman next to him.</p> <p><u>Present perfect</u></p> <p>– The three men have lived in the</p>		<p>something hard in a brave determined way)</p> <p>– To fill someone's shoes (to take someone's place and do the work satisfactorily)</p> <p>– To go from zero to</p>



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>experienced (e.g., a personal experience with a significant person).</p> <p>SP.2. describe basic aspects of short story or fable.</p> <p>WRITING W.1. provide descriptions of different types of heroes.</p>	<p>house for many years.</p> <ul style="list-style-type: none"> - The child has not done the bed yet. <p><u>Interrogative past sentences beginning with "What."; "Where"; "Who"</u></p> <ul style="list-style-type: none"> - Where did the story take place? - What was the story about? - Who felt sad in the story? 		<p>hero(some one with a sudden rise in popularity or success)</p> <ul style="list-style-type: none"> - God helps those who help themselves= Don't just wait for things to happen to you. Work hard to



LINGUISTIC COMPETENC ES AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<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> <p>W.3. write a short text with the help of illustrations, a</p>	<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> <ul style="list-style-type: none"> - Single letters, consonant blends, consonant digraphs, and diphthongs. (e.g. Changing lives, bravery, save, fire). 		<p>achieve your goals.</p> <ul style="list-style-type: none"> - Don't count your chickens before they are hatched. =You should not count on something until it happens. - She found her prince charming. (she found



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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"> - Decoding two- or three-syllable and compound words (e.g., sa/crí/fice, su/per/he/ro, com/mu/ni/ty) <p><u>Phonemic Awareness</u></p> <p><u>Practicing minimal pair sounds: 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>		<p>her ideal mate)</p>



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>	<ul style="list-style-type: none"> - (th, sh, ph) - think, teeth, - she, shield - phone, photo <p><u>Practicing minimal pair sounds: ŋk / ŋ</u></p> <ul style="list-style-type: none"> - think / thing - sank / sang - bank / bang - rink / ring - sunk / sung <p>VOCABULARY</p> <p>1. <u>National Heroes and famous people</u></p>		



LINGUISTIC COMPETENC ES AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<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 read slowly, clearly and possibly repeated.</p> <p>R.1. Distinguishes</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> <ul style="list-style-type: none"> - Community and national problems - entertaining people 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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>	<p><u>Heroes/ famous people's characteristics</u></p> <ul style="list-style-type: none"> - Brave, intelligent, strong... <p><u>Information questions</u></p> <ul style="list-style-type: none"> - Who is your hero/ who do you admire the most? - I like.../ my favorite person/hero is... 		



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><u>2.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 - Anne Frank - Mother Theresa <p><u>Heroic actions (past tense)</u></p> <ul style="list-style-type: none"> - Volunteered - Died - invented/created 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>R.P.A. 5. Shows knowledge of phonemic awareness by pronouncing sounds /s / z/in initial position and /ŋk / ŋ/ in <u>final position</u> and the diagraphs (th, sh, ph) in initial position. Using different types of technically</p>	<p><u>Heroic actions (present tense)</u></p> <ul style="list-style-type: none"> - Fights crime - Flies - Disappear <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? 		



LINGUISTIC COMPETENC ES AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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"> - Because, he can... - 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/ 		



LINGUISTIC COMPETENC ES AND ASSESSMEN T 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>fairy- tale? My favorite story is_____.</p> <ul style="list-style-type: none"> - I like short stories, but I don't like novels. - My favorite fairy- tale is _____ because _____ - My favorite story character is _____because__. <p><u>Adjectives</u></p> <ul style="list-style-type: none"> - Interesting - Hilarious - Entertaining 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.1. Provides descriptions of different types of heroes and actions.</p> <p>W.2. Describes various aspects of life and achievements of different types of heroes.</p> <p>W.3. Writes, with the help of</p>	<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 - Bitter, Delicious - Ancient, Mean - Good <p><u>Adverbs</u></p>		




LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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 ideal superhero to take care of a 	<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? - 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 		




LINGUISTIC COMPETENC ES AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
community problem (including characteristics and actions on how the hero would be “making a difference” and “changing or	<ul style="list-style-type: none">- Express your emotions (anger, delight, surprise, worry, fear)- Dress costumes- Use body language, miming and gesturing- Use pauses- Elicit and ask questions- Let’s put some special effects with sounds		




LINGUISTIC COMPETENC ES AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>improvin g people's lives").</p> <ul style="list-style-type: none">- Rehearsi ng and acting out the story to the whole class.- Planning and creating a digital comic book			




LINGUISTIC COMPETENC ES AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>/writing and presenti ng the story to class. Participa ting in self and co- assessm ent using technical ly designed instrume nts.</p>			



LINGUISTIC COMPETENC ES AND ASSESSMEN T STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
ASSESSMEN T IMP IMP. Applies language competences in oral and written comprehensio n and oral and written production for describing world, national personal or fictional heroes and			



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>their achievements</p> <ul style="list-style-type: none"> Teacher and student use different types of technically designed instruments teachers and students assess the overall accomplishment of unit goals. 			

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?
- 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
<p>LISTENING</p> <p>L.1. understand the dialogue of a movie or cartoon when the visuals provide contextual support.</p> <p>L.2. understand simple procedural explanations if given slowly and clearly, and opportunity</p>	<p>GRAMMAR AND SENTENCE FRAMES</p> <p><u>Using verb tenses (past, present, and future)</u></p> <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. 	<p><u>Discourse</u></p> <p><u>Markers</u></p> <p><u>Sequence</u></p> <p><u>adverbs</u></p> <p><u>-past tense</u></p> <p>First, next, then, finally</p>	<p><u>Psycho-social</u></p> <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



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>is given for clarification (e.g., how to do a project to have a cleaner 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</p>	<p><u>Wh information questions in present tense</u></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 		<p>reasons to rescue the rainforest (personal benefit vs. community benefit)</p> <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



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>from litter (e.g., reuse, recycle, reduce litter)</p> <p>R.2. comprehend reading, analyze and enjoy texts.</p> <p>R.3. understand short instructions illustrated through step-by-step visuals (e.g., simple science experiments,</p>	<p>plan to our teacher.</p> <ul style="list-style-type: none"> - Finally, we will make a school campaign. <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 		<p>when expressing contempt or dislike related littering</p> <ul style="list-style-type: none"> - Expressing social responsibility in actions related to the environment - Showing respect and politeness for others' feelings and opinions - Sharing experiences and concerns about



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>instructions for art projects).</p> <p>R.PA. 4.</p> <p>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</p>	<p>because it pollutes rivers.</p> <ul style="list-style-type: none"> - 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"> - A rainforest is a living ecosystem. - Rainforests are warm and wet forests. - Rainforests grow in 		<p>the rainforest current situation</p> <ul style="list-style-type: none"> - Using expressions of belief via graffiti, t-shirt slogans and catch phrases <p><u>Social Language</u></p> <p><u>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 share - Save the



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>explanations to others.</p> <p>Sl.2. ask other students to confirm solutions to problems.</p> <p>SPOKEN PRODUCTION SP.1. describe, using simple words, their opinion of a situation or event (e.g. too much trash, ugly litter,</p>	<p>mountain regions.</p> <ul style="list-style-type: none"> - I saw lots of insects. <p><u>Adjectives</u> <u>(different types)</u></p> <ul style="list-style-type: none"> - Some trees live for a hundred years. - Huge trees live in a rainforest. - You see that little light gets across the canopy. 		<p>planet</p> <ul style="list-style-type: none"> - Go Green - Give a Hoot, Don't Pollute - Reduce, reuse, recycle



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>dumping garbage).</p> <p>SP.2. provide a simple description of a studied object (e.g., describe a rainforest).</p> <p>SP.3. produce a summary of a short story expressed in a simple sequence of events</p> <p>WRITING</p>	<ul style="list-style-type: none"> - 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. - Learning about the rainforest is (good, better, best) for students. 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>W.1. write straightforward text on topics familiar to them using appropriate transitional words such as ‘and’, ‘but’ and ‘because’.</p> <p>Can use important connecting words to indicate chronological order (e.g., ‘then’, ‘after’, ‘later’).</p>	<ul style="list-style-type: none"> - 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. - Then, you should plant trees. - Finally, we should recycle. 		



LINGUISTIC COMPETENCE S 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><u>Simple present using (S+V+PP) pattern</u></p> <ul style="list-style-type: none"> - Different species live in the rain forest. - Ferns grow in the rainforest. - Rainforests are in different parts of the country. <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. 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>Using technically elaborated instruments for self-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</p>	<ul style="list-style-type: none"> - The guide drove the tourists through the rainforest. - The woman went into the rain forest. <p><u>Wh information questions in present tense</u></p> <ul style="list-style-type: none"> - Why are rainforests important? - What can we do to rescue the rainforest? 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>given slowly and clearly.</p> <p>L.3. Recognizes the general idea of overheard conversations.</p> <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</p>	<p>– What causes harm to the rainforest?</p> <p><u>Phonemic Awareness</u> Sequencing event using transition words in a sentence frame (e.g., first, next, finally)</p> <p>Practicing minimal pair sounds: v / b</p> <p>vote / boat</p> <p>very / berry</p> <p>van / ban</p>		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>short instructions illustrated through step-by-step visuals.</p> <p>R.PA.4.</p> <p>Distinguishes between sounds /v / b/ in words.</p> <p>Using different types of technically designed instruments such as checklists,</p>	<p>vest / best</p> <p>vet / bet</p> <p>vat/bat</p> <p>Practicing silent letters (kn, wr, gn)</p> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none"> - Cognates and false cognates - Creation of new words when a specific grapheme is changed, added, or removed in the initial, medial, or final position 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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>(e.g., face to place to space)</p> <ul style="list-style-type: none"> - Applying knowledge of affixes to base words in context: tree --> trees protect--> protects --> protected --> protecting <p>Practicing minimal pair sounds: j / tʃ</p> <p>shoes / choose</p> <p>sheep / cheap</p> <p>wash / watch</p>		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SP.1. Describes using simple words, their opinion of a situation or event.</p> <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>mash / match</p> <p>cash / catch</p> <p>VOCABULARY</p> <p><u>Vocabulary</u></p> <p>1. <u>Why is litter bad?</u></p> <p><u>What is litter?</u></p> <p><u>Objects</u></p> <ul style="list-style-type: none"> - (Old) food - Paper and plastic used for wrapping things - (Empty) containers - Garbage - Trash 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<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>W.3. Uses simple grammatical structures to</p>	<ul style="list-style-type: none"> - Waste - Ground <p><u>Verb forms</u> (simple present)</p> <ul style="list-style-type: none"> - Litter - Be - Throw - Affect <p><u>Nouns</u></p> <ul style="list-style-type: none"> - Water - Health - Recreation - Environment - Ecology <p><u>Verb forms</u> (simple present)</p> <ul style="list-style-type: none"> - Pollute 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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- 	<ul style="list-style-type: none"> - Affect - Trap - Look - Cause <p><u>Adjectives</u></p> <ul style="list-style-type: none"> - Ugly - Dirty <p>2. <u>What can I do about litter?</u></p> <p><u>Nouns</u></p> <ul style="list-style-type: none"> - Garbage - Goods/products <p><u>Verb forms (present and future tense)</u></p> <ul style="list-style-type: none"> - Reuse - Recycle - Reduce 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>speaking tourists or the school community about the importance of preserving the rainforest and keeping the environment clean.</p> <p>Preparing a presentation supported with visuals, rehearsing it and</p>	<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 - Streets - Lot - Ocean 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>reporting it to class.</p> <p>ASSESSMENT IMP IMP. Using different types of technically designed instruments to assess the overall accomplishme nt of unit goals, the teacher collects information about how learners apply</p>	<p><u>Verb forms</u> (<u>present and</u> <u>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 <p>3. <u>The Rainforest:</u> <u>a treasure</u></p> <p><u>Verb forms</u> (<u>simple present</u> <u>and simple past</u> <u>tense</u>)</p>		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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</p>	<ul style="list-style-type: none"> - <u>Be</u> - <u>Have</u> - <u>See</u> <u>Nouns</u> - Rainfall - Climate - Flora and fauna - Canopy - Species <u>Adjectives</u> - Warm - Dense - Exotic - Tropical - Dark <u>Climate</u> - Humid - Cloudy 		



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"> - Rainy 4. <u>Are we saying “Goodbye” to the Rainforest?</u> <u>Threats (nouns)</u> - Urbanization - Deforestation - Irresponsible tourism - Road construction - Hunting - Pollution - Wildfires <u>Verb forms</u> - Cut down - Damage - Destroy 		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> - Build - Cause <p><u>5. Ways to Rescue It</u></p> <p><u>Verb forms</u></p> <ul style="list-style-type: none"> - Protect - Value - Educate - Plant - Save - Use <p><u>Adjectives</u></p> <ul style="list-style-type: none"> - Endangered - Sustainable - Less <p><u>Nouns</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">- Biodiversity- Landscape- Wildlife- Paper <p><u>My Role into the Rainforest Rescue.</u></p> <p><u>Verb forms</u></p> <ul style="list-style-type: none">- Make a plan- Reduce- Reuse- Recycle- Save (water)- Print (on both sides)- Tell- Donate- Learn		



LINGUISTIC COMPETENCE S AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<u>Nouns</u> – Class/communi ty projects – Species – Money Time		

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

LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
LISTENING L.1. comprehend the general	GRAMMAR AND SENTENCE FRAMES	<u>Linker</u> <u>s:</u> <u>seque</u> <u>ntial –</u>	<u>Psycho-social</u> - Expressing openness to and



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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 when spoken</p>	<p><u>Simple present tense irregular verbs:</u></p> <ul style="list-style-type: none"> - The best social network is Twitter. - You have to log in first. - She does her work in the computer. <p><u>Simple past -ed, regular verbs</u></p>	<p><u>past time</u></p> <p><u>Seque nce adver bs- past tense</u></p> <p>First, next, then, finally</p> <p>-</p>	<p>interest in new experiences, other persons, ideas, peoples, societies and cultures</p> <ul style="list-style-type: none"> - Identifying the human need to communicate, have family ties and friends. - Recognizing different personality traits such as loquacity/taciturn ity;



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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</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. 		<p>introversion/extroversion; meticulousness/carelessness</p> <p><u>Sociocultural</u></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



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>classroom project).</p> <p>READING R.1. understand the main points in a straightforward personal communication if the topic is familiar.</p> <p>R.2. understand the main information</p>	<ul style="list-style-type: none"> - They took our personal information from Facebook. - 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. 		<p>with others (e.g. the use of 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



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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</p>	<ul style="list-style-type: none"> - She will text me the directions. - He will email the photos to me. <p><u>Comparative and superlative forms</u></p> <ul style="list-style-type: none"> - What is the best online research tool? - Is Instagram better than Snapchat? 		<p>offering gifts, food, drinks and hospitality</p> <ul style="list-style-type: none"> - Showing politeness when sharing experiences and future plans with others. - Expressing admiration about a person’s future plans and expectations.



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>visuals (e.g instructions for a project).</p> <p>R.PA.3. demonstrate knowledge of phonemic awareness.</p> <p>SPOKEN INTERACTIO N SI.1. ask appropriate questions during a conversation</p>	<ul style="list-style-type: none"> - 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. 		<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. - <p><u>Expressions</u></p> <ul style="list-style-type: none"> - Let's get this party started.



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>to ensure the other person understands them. (e.g., You know what I mean? Does that make sense?)</p> <p>Sl.2. take part in simple social interactions asking people about uses of technology,</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</u></p>		<ul style="list-style-type: none"> - 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



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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</p>	<p><u>possessive pronouns</u></p> <ul style="list-style-type: none"> - His favorite game is Grand Theft Auto. - Her favorite app is WhatsApp. - We do homework on our laptops. <p><u>Yes/no questions with “to be” in a variety of verb tenses.</u></p>		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>short, simple account of something experienced (e.g., things that they can do for fun or ways to use technology for studying).</p> <p>SP.2. provide a short, simple account of something experienced</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> <ul style="list-style-type: none"> - Don't open e-mails 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>(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</p>	<p>from strangers.</p> <ul style="list-style-type: none"> - Don't share your password. - Don't be impolite. <p><u>Modal "can" to express possibility/ability</u></p> <ul style="list-style-type: none"> - People can steal your information. - You can be victim of cyberbullyin g. 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>useful information with friends in emails or short notes/texts.</p> <p>W.4. apply conventions of standard English.</p> <p>ASSESSME NT STRATEGIE S</p> <p>Using technically elaborated</p>	<ul style="list-style-type: none"> - You can send e- mails. <p><u>Using verb tenses (past, present, and future)</u></p> <ul style="list-style-type: none"> - We had/have/w ill have a party. - At the party we danced/dan ce/will dance. 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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> <p>L.2. Identifies</p>	<ul style="list-style-type: none"> - 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? - Would you like something to eat? <p><u>Demonstrative pronouns</u></p>		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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</p>	<p><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. - After that, we have to 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>subject is familiar.</p> <p>R.1. Understands the main points in a straightforward personal communication.</p> <p>R.2. Recognizes the main information in short</p>	<p>make the invitations.</p> <ul style="list-style-type: none"> - 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). 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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</p>	<ul style="list-style-type: none"> - Go inside to (play games/eat pizza). <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. 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>segmenting words into syllables.</p> <p>R.PA.4.2</p> <p>Produces the sounds r / i: v / b through phonemic awareness.</p> <p>Using different types of technically designed instruments such as checklists,</p>	<ul style="list-style-type: none"> - Put the rice on a plate. <p><u>Sequencing</u></p> <p><u>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. - Then, you have to go to a 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>rubrics, the teacher collects information about how the learner:</p> <p>Sl.1. Asks appropriate questions during a conversation to ensure the other person understands them.</p> <p>Sl.2. Takes part in</p>	<p>Technical School.</p> <ul style="list-style-type: none"> - Finally, you will have to study at the university. <p><u>Frequency</u></p> <p><u>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. 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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>	<ul style="list-style-type: none"> - She will never study abroad. <p><u>Intensifier</u></p> <p><u>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. 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>SP.2. Provides a simple description of a common object or event.</p> <p>W.1. Uses simple grammatical structures.</p> <p>W.2. Writes down key words and phrases during an</p>	<p><u>Phonemic Awareness</u></p> <p>Decoding regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck as in trick, pick, show,</p>		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>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>INTEGRATE D MINI- PROJECT</p>	<p>shelter, think, them, then) and diphthongs (e.g., ea, ie, ee as in email, gamer, computer) and r-controlled vowels. (smartphone)</p> <p><u>Phonemic Awareness</u></p> <p>Practicing minimal pair sounds: ɪ / i:</p>		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>- Plannin g and creating collabor atively videos or illustrat ed posters about the classro om's favorite electron ic</p>	<p>ship / sheep chip/cheap ship / sheep it / eat hit / heat bin / bean live / leave Practicing minimal pair sounds: v / b vote / boat very / berry van / ban</p>		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>gadgets , charact eristics, and cost ways of being safe when using the Internet . Using videos or posters</p>	<p>vest / best vet / bet VOCABULARY <u>Vocabulary</u> 1. <u>The latest school gadgets on the market</u> <u>Tech devices</u> - Smart phones - Tablets - Laptops <u>Verb forms</u> (<u>present tense</u>) - Home shopping</p>		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>to make party invitations and show future plans.</p> <ul style="list-style-type: none"> - Rehearsing it and reporting it in oral and written form to the 	<ul style="list-style-type: none"> - 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> <ul style="list-style-type: none"> - Laptop computer - Gamer 		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>class. Participating in self and co-assessment using technically designed instruments.</p> <p>ASSESSMENT IMP</p>	<ul style="list-style-type: none"> - App (application) - Internet - Facebook - Twitter - WhatsApp - Website <p>Verb forms (present tense)</p> <ul style="list-style-type: none"> - Try - Use - Read - Talk <p><u>3. Technology</u> <u>unwritten rules</u></p>		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N 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</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 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>language competences in oral and written comprehensi on and oral and written production for describing main technological devises, applications, uses, risks and how to get</p>	<p>phone or in a text.</p> <p><u>Verb forms</u> (<u>simple present</u>)</p> <p><u>Things to be</u> <u>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 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
<p>protected. Students also use technology to make invitations to graduation party and describe future pp Asking for and giving information using key vocabulary and</p>	<p>someone else. – Talk on your cell phone in a public place where others can hear your conversatio n. – Take pictures or video of someone without his/her permission.</p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
sentence frames.	<ul style="list-style-type: none"> - 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. 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<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		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>when they use their phones while driving or walking.</p> <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.		



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"> - 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> <p>Let's have a party?</p>		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<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- my house- the backyard		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<ul style="list-style-type: none"> - the front porch <p><u>Sending</u> <u>Invitations</u> <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 		



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"> - 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 		



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"> - Then, Finally <p><u>5. Future me</u> <u>Verb forms</u> <u>(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 		



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"> - Technical high school - University <p><u>Adjectives</u></p> <ul style="list-style-type: none"> - Persistent - 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 		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>professional</p> <ul style="list-style-type: none"> • - I want to be an engineer. - I need to study hard. - I think that.. - It's important to.. <p><u>Values</u></p> <p>Good attitude, hard-work, teamwork</p> <p><u>Personality factors</u></p>		



LINGUISTIC COMPETENCES AND ASSESSMENT STRATEGIES	LEARN TO KNOW	LEARN TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	<p>Hardworking, positive, well-organized</p> <p><u>Verb forms</u> (future with “will”)</p> <ul style="list-style-type: none"> - I will live in an apartment. - I will have a big family. - I will travel to many parts of the world. <p><u>Family</u></p>		



LINGUISTIC COMPETEN CES AND ASSESSME NT STRATEGIE S	LEARN TO KNOW	LEAR N TO DO	LEARN TO BE AND LIVE IN A COMMUNITY
	Son, daughter,wife children <u>Marital Status</u> - Bachelor - Married		