AOA

Teacher´s Guide for Unit 3 of the

English Curriculum

First Grade

Costa Rica

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INTRODUCTION

This guide is a compilation of teaching ideas, songs, pictures, and activities to create meaningful tasks based on the New English Curriculum (2016) for primary service English teachers at Ministerio de Educación Pública in Costa Rica. It aims at supporting the process of planning and understanding the curriculum based on the Action-Oriented Approach.

In the first section, there is a summary of what teachers are expected to do in each stage of planning. Then there are the plans for Unit 3, and finally the annexes. In this user-friendly version of weekly plans, the linguistic goals are distributed in an 80-minute class and the phonemic awareness goal is accomplished in a 40-minute class. In this specific case, the theme was developed in 2 lessons, so there is a lesson for phonemic awareness within the same week.

This guide contains 6 detailed weekly plans, including activities for phonemic awareness, the review (week 5) and an idea for the mini-project (week 6). It suggests videos, audios, and worksheets to develop all activities. For week 6, we included evaluation suggestions that might meet the needs of the teacher and their students' as well.

We hope this guide will help you enjoy this new journey as it was created as a joint effort of former students of the major "Educación Primaria con Concentración en Inglés" to ease the work of the English teachers nationwide.

Do not hesitate to contact us if you have any questions or suggestions:

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QUICK TIPS FOR PLANNING WITH THE ACTION-ORIENTED APPROACH

The purpose goal of the Action-Oriented Approach is to have students face real-life situations. Teachers should plan tasks that resemble real-life experiences, so students use the target language in situations that might occur in and out of school. As the name indicates, the Action-Oriented is an approach rather than a scripted method, so teachers can be creative about how to plan and carry out the lesson.

WHAT TO DO IN EACH STAGE

PRE-TEACHING:

- The pre-teaching stage is about giving students the tools needed, in terms of vocabulary and grammar, to carry out a task. Teachers should think of the pre-teaching stage as the preparation phase where everything that is taught will facilitate real communication in the main task.

- What was known as the Presentation, in the Presentation, Practice and Production format, is now done in the pre-teaching stage. In this stage, the teacher engages students in the theme, which is the warm up. The vocabulary and grammar are presented and modeled. Also, the teacher asks a couple of questions to make sure students understood.

- During the first day of week one of each scenario, the pre-teaching stage is a little longer because the teacher needs to go over the enduring understanding and essential question. In the following weeks, the teacher takes advantage of teachable moments to go over these questions.

- The purpose of the essential question is to develop critical thinking. That is, to promote independent higher-level thinking, so students become autonomous and able to take control of their learning.

- The purpose of the enduring understanding is to allow students to eventually apply the knowledge they acquire in each scenario to new scenarios, across subjects and their own life. This is not a linguistic component.

- In summary, teachers follow these steps for the pre-teaching stage :
  - Warm up
  - Activation of prior knowledge (Connection of background knowledge with the new language. During week one it is important to connect the goal of the unit, the enduring understanding, and the essential question before the language is modeled)
  - Modeling (it is mostly teacher centered)
  - Clarification (teacher asks questions to make sure students are on the right track)

PRE-TASK

- The pre- task is the stage in which students practice the language skills (listening, speaking, reading, writing) they will need for the task development. Several activities can be developed during the pre-task. There is no need to rush students. Timing is key so students feel ready for the task.

TASK REHEARSAL

- Students rehearse the task, whether it is written or spoken.
- It is student-centered.
- The teacher takes the role of a supporter helping students as much as possible.

TASK

- Students perform the task usually in pairs, but it depends on the goal. For example: if it is speaking production, students work individually.
- The teacher takes the role of monitor intervening only if truly needed.
- To plan this part, all teachers need to do is contextualize the task provided by MEP, just in case that particular one does not work for the students. If the task provided needs to be modified, review the goals students have to achieve, think and plan a task that would include the vocabulary and grammar components required for the week, and then go backwards. That is planning the main task first and then the pre-teaching stage. For the pre-teaching stage, plan activities in which students practice segments of the main task.
- As to how many students present their task is up to the teacher and time constraints. Also, carrying out the main task does not mean students go to the front of the class. They can do it at their desks and the teacher monitors.

TASK ASSESSMENT

- To plan the task assessment, teachers should keep it mind that it must always mirror the main task, so students demonstrate what they can do with the language.
- It is important to promote self-evaluation and peer evaluation opportunities, so students become aware of their own learning and their pace.
- The teachers should also provide feedback on students' performance and re-teach what is needed to close any learning gaps.

MINI-PROJECT

- Follow the 4 phases suggested by MEP.
- Planning: the idea is that teachers give students options for the mini-project. The point is that regardless of what option students choose, they are still reaching the goal of the scenario.
- Creating collaborative: the student has an active role and looks for what is needed for the project. Students work collaboratively.
- Preparation: students complete and rehearse the presentation of the mini-project.
- Participation: students present the mini-project individually, in pairs or in groups depending on the goals. Assessment take place, including peer assessment.

MATERIALS

- Students should use authentic materials. In other words, materials that were not meant for teaching.
- For pedagogical tasks, the teachers can create their materials, but authentic materials are highly recommended.

Reference

Ministerio de Educación Pública. (2016). Programa de Estudio de Inglés. Primer Ciclo de la Educación General Básica. San José.

UNIT 3 WE ALL ARE DIFFERENT

WEEK 1

Level: 1st		**Unit:** 3
Domain: Socio-interpersonal	**Scenario:** We all are different	**Theme:** Meet my Family
Enduring Understanding: Families come in all shapes and sizes with different likes and dislikes. All families are special.		
Essential Question: What makes families special?		
Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**
Grammar & Sentence Frame How are you? I am fine. (verb to be) (S-V-C) Sentences with verb (to be) This/she is my mother/sister. This/he is my father/brother. **Vocabulary** Family members: Father, mother, sister, brother **Phonology** **/d/ /i/** (**d**ad, **d**og, **i**guana, **I**ndian)	**Function** Identifying family members **Discourse Markers** and	**Psycho-social** Respecting others in my family **Socio-cultural** Idioms / phrases Introducing family members in celebrations and family reunions (Mother's Day, Father's Day, family birthday celebrations, leisure activities) **Idioms/Phrases** Mommy, mom Daddy, dad

Assessment Strategies & Evidences (Learning Outcomes)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 80 min (2 lessons)
Learner …		**Routines** Greeting, call the roll, date. The teacher sends a note to students' parents asking them for pictures of their family members: Father, mother, sister, brother & the student. **PRE-TEACHING** ● **Warm up** Students play "double doodles brain gym". The teacher chooses some volunteers to come to the front of the classroom (quantity of students depends on the teacher). The teacher gives each student 2 markers or 2 pieces of chalks (one for each hand). The student has to draw a symmetrical drawing on the board using both hands. For example, students can draw a symmetrical tree. If it is necessary, the teacher shows the activity by drawing an example. ● **Activation of prior knowledge** **Discussion of the enduring understanding and essential question** In this part, the teacher introduces the topic "All families are special." Due to the student's limited proficiency level of English, the discussion can be carried out in Spanish. As the year goes along, most of the discussion can be carried out in the target language. The teacher begins by asking students "What makes families special?" He/she asks students to think about what kind of characteristics make each family special. Then the teacher tells students that all families are different, and everybody has to respect diversity. There are many different types of families around the world, and all of them, regardless of their structure, have special features in common. Values like love, sincerity, and respect hold a family together. Also, within our families we acquire different habits and values that will help us interact with the world. Teach students that we have the right to be equal, but most importantly, we have an equal right to be different, and we all have to	5 m 5 m 10 m

L.1. Recognizes the words for people around them (e.g. father, mother, brother, sister, baby)	**L.1.** Recognize the words for people around them (e.g. father, mother, brother, sister, baby)	be proud of our family. It does not matter how families differ from others, we have to avoid stereotypes and prejudices. Then the teacher explains the goal of the day. ● **Modeling** The teacher tapes a family tree on the board. Then he/she uses pictures of his/her own family and presents each one by saying "He/She is my... mother/sister/brother, etc." and tapes the picture of that person on the correct spot of the family tree. **(See Annex 1 & Annex 2)** ● **Clarifying** The teacher takes off the pictures and asks for a volunteer. The student has to tape the family member that teacher says. For example, "she is my sister." **TASK CYCLE** ● **Pre-task** Listening: Students watch the video "My Family Vocabulary for Kids | Pronouns and Word Contractions | ELF Learning" three times **(See Annex 3)**. First, students watch the video attentively. Second, the teacher plays the video and asks students to repeat the answers to the questions asked in the video. Finally, the teacher plays the video for the third time and asks students to repeat the answers shown in the video. On minute 1:10, the teacher shows the pictures of the family members, seen in the video, **(See Annex 4)** and asks students to answer questions by looking at the pictures. Speaking: The teacher tapes the pictures related to the previous video **(See Annex 1, Annex 4 & Annex 5-*example*)** on to the family tree, and by pointing to the picture, asks a specific question: "Who is she?" The student is encouraged to answer, "she's my mom" (For students who did not bring the pictures, the teacher writes the name at the top of the family tree so that they can also participate using the family members from the video). (In the video, the contraction "Who's?" is used in order to reach the goal in which the student needs to learn to express lack of understanding). Teacher explains to students that when they do not understand what the teacher is asking, they should say "I do not understand."	10 m 5 m 10 m 10 m

SI.2. Expresses a lack of understanding **R.1.** Participates in choral reading to identify family members.	**SI.2.** express a lack of understanding **R.1.** participate in choral reading (clapping and chanting) in response to the rhyme and rhythm of a predictably patterned song or picture story that is read aloud.	● **Task rehearsal** The teacher asks students to work in pairs (Student A and student B). Students place the pictures of their family on their desks. Each student takes turns to present their family. Student A asks, "Who is he/she?" and points to one of their partners' pictures. Student B is encouraged to answer "He/She is my…", and so on with all the family members. Then students switch roles. ● **Task completion** Students perform the conversation, from the task rehearsal, in front of their classmates. Teacher reminds students that when they do not understand their classmate, they should say "I do not understand." ● **Task assessment** The teacher gives to each student a matching exercise **(See Annex 6).** Students cut the images of their own family members (or the family used in the pre-task) and paste each of them on the family tree. Then the teacher writes on the board the following sentences: This is my mother. This is my father. This is my brother. This is my sister. Teacher explains to students they are going to participate in choral reading. Students point to their own family member as they participate in the choral reading.	5 m 10 m 10 m
Options		**Integrated Mini-Project**	**Time**
		Students will work on the mini-project on week 6.	
Reflective Teaching			
What worked well		What didn't work well	How to improve

WEEK 1, PHONEMIC AWARENESS

Assessment Strategies & Evidences (Learning Outcomes)	Learner can	Didactic Sequence Mediation	Time Total: 40 min (1 lesson)
Learner…		**Routines** Greeting, call the roll, date. **PRE-TEACHING** • **Warm up** The teacher puts up on the board images of the sound symbol correspondences, /d/ or /i/ and words which initial sounds are either /d/ or /i/ **(See Annex 7.1, 7.2, 9, 9.1, 9.2, 9.3, 9.1, 9.2, 9.3).** Students see the images for a few seconds, and then they close their eyes. The teacher removes one image. Students open their eyes and guess which picture has been removed. • **Modeling** Students watch the video "The letter d & i /Song Learn the Alphabet" **(See Annex 8)** three times. This video is related to the /d/ and /i/ sounds. During the first listen, students only watch the video attentively. For the second listen, students watch the video and produce the sounds with the teacher's help. • **Clarifying** For the third listen, students watch the video, produce the sounds and repeat the examples. The teacher clarifies pronunciation issues by asking questions.	5 m 5 m 5 m 5 m

R.PA2. Identifies the initial and final phoneme of a spoken word.	**R.PA2.** identify the initial phoneme of a spoken word if these words have been previously encountered and they are attached to a picture.	**TASK CYCLE** ● **Pre-task** Listening: The teacher divides the board into two categories (/d/, /i/). He/she puts up 2 pictures into each category **(see Annex 7.1, 7.2, 9, 9.1, 9.2, 9.3)** of words that start with those sounds. Then he/she produces the sound of each letter and says the words. Students have to listen and repeat the words and the sounds that they hear. Finally, the teacher points to a picture and the students have to produce the sound of the first letter and say the word, and so on. ● **Task rehearsal** The teacher tapes on the board pictures of words that have the initial /d/ or /i/ sounds. **(See Annex 9.1, 9.2, 9.3, 10.1, 10.2 and 10.3).** The teacher goes over each word and students repeat as a whole group. ● **Task completion** The teacher shows a picture and produces the /d/ or /i/ sound. Students show thumb ups if the sound corresponds to the initial sound of the word. **(See Annex 9. 9.1, 9.2, 9.3, 10.1, 10.2 and 10.3).** ● **Post assessment** The teacher gives a worksheet **(see Annex 11)** to each student. Students listen to the teacher saying a word, and they circle the letter that stands for its beginning sound. Then the teacher checks the answers on the board. After that, the teacher hands out another worksheet **(see Annex 12)**. Students fill in the blanks by writing the correct beginning letter for each word. Finally, the teacher checks the answers on the board.	5 m 5 m 5 m 5 m

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

UNIT 3 WE ALL ARE DIFFERENT

WEEK 2

Level: 1st		**Unit:** 3
Domain: Socio-interpersonal	**Scenario:** We all are different	**Theme:** What my Family Looks Like
Enduring Understanding: Families come in all shapes and sizes with different likes and dislikes. All families are special.		
Essential Question: What makes families special?		
Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**
Grammar & Sentence Frame Singular personal possessive Pronoun "My mother is tall." Yes-No questions using verb (to be) Is your mom tall? Yes. Is your family big? No. Is "David" you father? Yes I have _____(two sisters and a brother). **Vocabulary** What my family looks like Personal descriptions and feelings: Tall, short, little, handsome, pretty, happy, sad. Cardinal numbers:1, 2, 3, 4, 5, 6, 7, 8, 9, 10. **Phonology** /**p**/ /**u**/ (Pop, **p**arty, **u**niform, **U**nited States)	**Function** Identifying nuclear family members' physical traits. **Discourse Markers** and	**Psycho-social** Respecting senior citizens and gender roles. **Socio-cultural** - Helping others **Idioms/Phrases** - at home - Little brother/sister - Big brother/sister

Assessment Strategies & Evidences (Learning Outcomes)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 80min (2 lessons)
Learner…		**Routine** ● Greeting, call the roll, date. **PRE-TEACHING** ● **Warm up** The teacher makes four subgroups and gives each of them a puzzle related to family members. **(See Annex 13).** Students put the puzzle together and then say who the family member is. ● **Activation of prior knowledge** The teacher asks students to brainstorm words related to family members. Then the teacher reviews/introduces the vocabulary and the sentence structure using a PowerPoint presentation **(See Annex 14 Presentation).** First, the teacher goes over the vocabulary related to family members (father, mother, mom, dad, brother and sister), and then over some adjectives related to physical appearance and feelings (tall, short, little, handsome, pretty, happy, sad). After that, she /he shows the students a slide with the question structure, “Is your (family member) (adjective)?” and the corresponding answer “yes or no.” ● **Modeling** After the presentation, the teacher writes the sentence structure on the board, “My (family member) is (adjective).” The teacher uses pictures of family members and feelings to complete the sentences. He/she asks the question and tapes pictures **(See Annex 15 and 15.1)** of different family members and feelings to teach the structure. The teacher asks students to repeat the sentences.	3 m 10 m 7 m 5 m

		● **Clarifying** The teacher asks some students to go to the front and gives two pictures- **See Annex 16** (one picture of a family member and one of a feeling or adjective) to each student. The teacher writes a sentence and the student has to tape the picture in the blanks space, left by the teacher, to complete the sentence. After that, the student says the complete sentence. Throughout, this activity, the teacher asks questions to clarify meanings, forms or pronunciation as needed.	10 m
		TASK CYCLE ● **Pre-task**	
L.2. understands simple information about a person if the person speaks slowly and clearly.	**L.2.** understand simple information about a person if the person speaks slowly and clearly.	Listening #1: The teacher shows a cartoon character **(See Annex 16 and 16.1)**, points to it, and says "He/she is my ____ (family member) and is ____(adjective)". The teacher does the same with each member of the cartoon family. When students get the idea of the activity, the teacher gives a stick puppet to each student. The teacher says a complete sentence and the students show the corresponding puppet.	5 m
		Listening #2: The teacher plays an audio in which members of a family are described **(See Annex 16.2).** Students listen to the audio twice and raise their hand when they listen to the word of a family member (for example: brother), clap when they listen to an adjective (for example: tall) and shake their heads when they listen to a word related to feelings (for example: happy).	5 m
		● **Task rehearsal** In pairs, students practice the questions and answers to develop the activity correctly.	10
SI.1. understands and responds in a predictable pattern to simple questions.	**SI.1.** understand and respond in a predictable pattern to simple questions.	● **Task completion** Students play a game similar to "Guess who?" The purpose of the game is to guess the classmate's family members (father, mother, sister and brother). First, the teacher divides the group into 2 (side A and side B) and practices with the students how to ask and answer questions. Side A asks questions and side B answers them. for example, Side A asks, Is your brother tall? and Side B answers, Yes. Then students switch roles so everybody practices asking and answering questions.	15 m

SP.1. Recognizes how he/she or other person is feeling using simple, standard expressions.	**SP.1.** Recognize how he/she or other person is feeling using simple, standard expressions.	After that, the teacher makes couples and gives a board with 4 images **(See Annex 17).** Student A can see the cards, but student B cannot. Student B asks questions related to physical appearance and feelings to guess how the family member feels and looks like, for example: Is your (family member) tall? Is your... short? Is your... pretty? Is your… handsome? Is your… happy? Is your…. sad?). (If the family members have similar characteristics, at least one characteristic must be different. For example, if both the father and mother are tall, one has to be happy and the other sad, so the student can guess more easily). Student B answers yes or no. If students are familiar with the game, they can take turns asking and answering questions. If not, one student can keep asking questions and the other answering and switch roles later on. ● **Task assessment** Some students choose a family member and a feeling to mimic. The teacher asks students what the family member and feeling performed was. Students answer the questions by raising their hands. Finally, the student who performed the mimic produces a complete sentence by saying “He/she is my (family member) and (family member) is (adjective)”.	10 m
Options	**Integrated Mini-Project**		**Time**
	Students will work on the mini-project on week 6.		
Reflective Teaching			
What worked well	What didn’t work well	How to improve	

WEEK 2, PHONEMIC AWARENESS

Assessment Strategies & Evidences (Learning Outcomes)	Learner can	Didactic Sequence Mediation	Time Total: 40 min (1 lesson)
		Routine Greeting, call the roll, date. **PRE-TEACHING** ● **Warm up** Students play “Electric shock”. Students get in line. The teacher tells them to hold hands. The teacher stands at one end and tells students that he/she is going to put his/her fingers in an imaginary power socket. The teacher acts out the shock and says a word with the initial sound “p” or “u” **(See Annex 18)**. The teacher shakes his/her arms up and down to create a wave effect through the class, so each student says the word as the ‘shock’ travels down the line. ● **Activation of prior knowledge** Students watch the video “The letter p & u /Song Learn the Alphabet” **(See Annex 19)** about /p/ and /u/ sounds three times. First, students only watch the video carefully. Second, students watch the video and produce the sounds with the teacher's help. Finally, students watch the video, produce the sounds, and repeat the examples. ● **Modeling** The teacher tapes 6 pictures of words that correspond to “Pp” and “Uu” sounds on the board (3 pictures for each sound). **(See Annex 20 & Annex 20 gestures)** Then he/she produces the sound of each letter and makes gestures for each of the initial sounds with his/her hands as he/she says the words. Students listen and repeat the words and the sounds that they hear as well as the gestures.	3 m 5 m 7 m 5 m

R.PA2. Identifies the initial and final phoneme of a spoken word.	**R.PA2.** identify the initial phoneme of a spoken word if these words have been previously encountered and they are attached to a picture.	● **Clarifying** The teacher asks questions to clarify the production of the /p/ and /u/ sounds. **TASK CYCLE** ● **Pre-task** The teacher points to one picture, and says the word, and students produce the sound of the letter and make the gesture with their hands. ● **Task rehearsal** The teacher shows a PowerPoint presentation **(See Annex 21)** with different images of words that correspond to one of the two sounds. The teacher says the word, and students guess the initial sound. ● **Task completion** The teacher gives each student two palettes. One with the /p/ sound and other with the /u/ sound **(See Annex 21 & Annex 22 palettes)**. The teacher says a word, and students guess the initial sound by raising the palette with that sound. ● **Task assessment** The teacher gives students a worksheet **(See Annex 23)**. Students listen to the teacher saying a word. Then they fill in the blank by writing the correct letter for each word. Finally, the teacher checks the answers on the board.	2 m 3 m 3 m 5 m 7 m

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

UNIT 3 WE ALL ARE DIFFERENT

WEEK 3

<table>
<tr><td colspan="2">Level: 1st</td><td>Unit: 3</td></tr>
<tr><td>Domain: Socio-interpersonal</td><td>Scenario: We all are different</td><td>Theme: Different Things my Family Likes to Do</td></tr>
<tr><td colspan="3">Enduring Understanding: Families come in all shapes and sizes with different likes and dislikes. All families are special.</td></tr>
<tr><td colspan="3">Essential Question: What makes families special?</td></tr>
<tr><th>Learn to Know</th><th>Learn to Do</th><th>Learn to Be and Live in Community</th></tr>
<tr>
<td>Grammar & Sentence Frame
Simple present tense, regular verbs
My family watches TV.

Vocabulary
Different things my family likes to do
Action Verbs:
Plays, eats, watches, talks, likes, cooks.

Phonology
/f/ /i/ (father family, ice, ice cream, island)</td>
<td>Function
Naming hobbies and activities practiced with the family.

Discourse Markers
and</td>
<td>Psycho-social
Motivating good communication, collaboration and self-esteem.

Socio-cultural
Using positive and affectionate expression familiar address forms (dear, darling)

Idioms/Phrases
Like father
Like Son</td>
</tr>
</table>

Assessment Strategies & Evidences (Learning Outcomes)	Learner can	Didactic Sequence Mediation	Time Total: 80 min (2 lessons)
W.2. Organizes drawings or pictures within a graphic organizer.	**W.2.** Organize drawings or pictures within a graphic organizer.	**Routine** ● Greeting, call the roll, date.	3 m
		PRE-TEACHING ● **Warm up** The teacher takes a piece of paper with action verbs written on each one of them (plays soccer, eats pizza, watches TV, talks every day, likes singing, cooks gallo pinto) **(See Annex 24).** He/she performs the verb written on the paper until the students guess the action.	10 m
		● **Activation of prior knowledge** The teacher chooses volunteers to play charades with their classmates using the verbs from the warm up.	10 m
		● **Modeling** The teacher introduces the vocabulary and the sentence structure using a PowerPoint Presentation **(See Annex 25)**. First, the teacher goes over the vocabulary related to different activities that a family likes to do (plays soccer, eats pizza, watches TV, talks every day, likes singing, cooks gallo pinto). Then the teacher goes over the questions and answers to the activities “What does your family do?”, “My family...After that, the teacher presents a Venn Diagram **(See Annex 25.1)** and explains they are going to place on the left activities that most families do on the weekend (like eat pizza), in the center activities that done every day (like watch TV), and on the right, activities that are done during the weekdays (like cooking gallo pinto).	5 m
		● **Clarifying** The teacher asks questions to clarify meanings, forms or pronunciation as needed.	2 m

SP.2. Recognizes basic family activities using expressions like “My father likes running.” **W.1.** Draws pictures of an event or character from a picture story or one main idea.	**SP.2.** Recognizes basic family activities using expressions like “My father likes running.” **W.1.** Draw pictures of an event or character from a picture story or one main idea.	**TASK CYCLE** ● **Pre-task** Listening: Students receive a worksheet (a chart) about family activities **(See Annex 26.1 chart).** Students listen to a conversation, three times, about people describing activities they like to do together as a family **(See Annex 26.2 audio & Annex 26.3 conversation).** In the chart, students write a check mark in the column that matches the person and the activity. The teacher checks the exercise as a class. ● **Task rehearsal** Using the pictures from **Annex 26.1 chart**, students are grouped in small groups. Each student must say at least 2 sentences referring to 2 different pictures. For example: My mother likes to cook. ● **Task completion** Students listen to the teacher giving an oral description about activities he/she does with his/her family **(See annex 27).** During the first listen, students listen attentively to the description, and on the second listen, students are asked to mention one activity the teacher said. For the third listen, students draw on their notebooks one activity mentioned by the teacher. ● **Task assessment** The teacher works with the whole group. Some students say one activity they enjoy doing with their relatives, and other students rephrase what was said or at least, mentions the activity the classmate previously stated.	10 m 10 m 25 m 5 m

Options	**Integrated Mini-Project**	**Time**
	Students will work on the mini project on week 6.	

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

WEEK 3, PHONEMIC AWARENESS

Assessment Strategies & Evidences (Learning Outcomes)	Learner can	Didactic Sequence Mediation	Time Total: 40 min (1 lesson)
		Routine Greeting, call the roll, date. **PRE-TEACHING** ● **Warm up** Students play “Kung Fu Phonics”. The teacher shows six pictures and models their initial sound and the word **(See Annex 28 and 28.1).** Then students stand up and find a place in the room where no classmates are in close range. The teacher drills them like a martial arts club. He/she teaches them to punch while they say the initial sound and to kick while they say the word. Students repeat the words after the teacher and produce the initial sound. Finally, each time they throw a punch or kick, standing on the same spot, they shout out the initial sound and word along with the teacher. ● **Activation of prior knowledge** The teacher tells students to listen to the /f/ and /i/ sounds and asks if there can remember words in Spanish that begin with the same sounds. ● **Modeling** Students watch the video “Phonics letters F - I Song” **(See Annex 29)** about /f/ and /i/ sounds, three times. First, students only watch the video attentively. Second, students watch the video, and produce the sounds with the teacher's help. Finally, students watch the video, produce the sounds, and repeat the examples. ● **Clarifying** The teacher asks questions to clarify the production of the /f/ and /i/ sounds.	5 m 5 m 3 m 5 m 2 m

R.PA2. Identifies the initial and final phoneme of a spoken word.	**R.PA2.** identify the initial phoneme of a spoken word if these words have been previously encountered and they are attached to a picture.	**TASK CYCLE** ● **Pre-Task** Listening: The teacher tapes, on the board, 6 pictures of words that begin with the /f/ and /i/ sounds (3 pictures for each sound), for example: (Father, Family, Friend, Ice cream, Island, Iron) **(See Annex 28, 28.1 and 30).** Then he/she produces the sound and makes gestures for each of the initial sounds with his/her hands as he/she says the words. Students listen and repeat the words and the sounds that they hear as well make the gestures. ● **Task rehearsal** The teacher points to one picture and says the word, and students produce the beginning sound and make the gesture with their hands. ● **Task completion** The teacher uses the words and pictures that are already posted on the board **(See Annex 28 and 28.1).** He/she gives a paper crown to each student (some get the /i/ sound and others the /f/ sound). Then he/she reads a story in which some words have the /f/ or /i/ initial sounds **(See Annex 31 audio and script).** When students listen to the words, it the initial sound matches with the one they have in the crown, they stand up and immediately sit down. For example, if the teacher says “father” the students who have the letter “/f/” in the collar stand up and sit down. ● **Task assessment** The teacher gives the students a worksheet about the sounds /f/ and /i/ **(See Annex 32).** In the worksheet, the students look at the images and label them according to the corresponding image. Then students circle the letter that corresponds to the beginning sound.	5 m 5 m 5 m 5 m

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

UNIT 3 WE ALL ARE DIFFERENT

WEEK 4

<table>
<tr><td colspan="2">Level: 1st</td><td>Unit: 3</td></tr>
<tr><td>Domain: Socio-interpersonal</td><td>Scenario: We all are different</td><td>Theme: I Like…</td></tr>
<tr><td colspan="3">Enduring Understanding: Families come in all shapes and sizes with different likes and dislikes. All families are special.</td></tr>
<tr><td colspan="3">Essential Question: What makes families special?</td></tr>
<tr><th>Learn to Know</th><th>Learn to Do</th><th>Learn to Be and Live in Community</th></tr>
<tr>
<td>Grammar & Sentence Frame

Simple present tense regular verbs.
I like ice cream.

Vocabulary
I like….
Video games, playing with my family and friends, reading a book, exercising.

Phonology
/c/ /u/ (car, cake, umbrella, uncle)</td>
<td>Function

Talking about likes and dislikes.

Discourse Markers

and</td>
<td>Psycho-social
Respecting others in my family

Socio-cultural
Using positive and affectionate expression familiar address forms (dear, darling)

Idioms/Phrases
Big brother/sister, little brother/sister</td>
</tr>
</table>

Assessment Strategies & Evidences (Learning Outcomes)	Learner can	Didactic Sequence Mediation	Time Total: 80 min (2 lessons)
Learner…		**Routine** ● Greeting, call the roll, date. **PRE-TEACHING** ● **Warm up** The teacher puts up on the board some plastic cups. The cups have a paper cap, so that students can tear them up. The teacher calls on students to come to the board. One by one, each student tears the paper cap by using a popsicle stick. The student takes the paper that is inside the cup and shows it. The paper has a picture of an activity **(See Annex 33).** The student mimics it. When the rest of the group guesses correctly, either in English or Spanish, the teacher reads the activity (video games, playing with my family and friends, reading a book, exercising) aloud and students repeat after him/her. ● **Activation of prior knowledge** The teacher asks students what activities they like to do after school and during the weekend, and then introduces the vocabulary and the sentence structure using flashcards of family members and their likes **(See Annex 15.1 and 34).** ● **Modeling** The teacher goes over the vocabulary related to different activities that family members like to do. The students repeat after the teacher. ● **Clarifying** The teacher shows some flashcards and clarifies meanings, forms or pronunciation as needed.	5 m 10 m 10 m 5 m 5 m

L.3. understands words, names, and numbers when heard in a short, simple recording delivered at a slow pace	**L.3.** Understand words, names, and numbers previously learned when heard in a short, simple recording delivered at a slow pace.	**TASK CYCLE** ● **Pre-task** Listening: The teacher plays a podcast about family member's likes, three times **(See Annex 35 audio & script).** The first time, the students listen attentively. The second time, the teacher points to the image and repeats the name of the activity. After the third listen, the teacher asks students about the podcast information. For example, who likes to play video games?	10 m
		● **Task rehearsal** The teacher places on the floor flashcards about likes, names and numbers **(See Annex 34, 36 & 37).** The teacher draws on the board 3 squares, each one with one title (names, numbers, likes). Then the teacher asks students to sit in a semicircle facing the board. The teacher reads aloud the description of a family and their activities. Then the teacher reads it aloud again, and post the flashcard, of the activity mentioned, in the correct square on the board. After that, the teacher reads the description several times and students post the flashcards accordingly.	10 m
SP.2. Recognizes basic family activities using expressions like "My father likes running."	**SP.2.** Recognizes basic family activities using expressions like "My father likes running."	● **Task completion** The teacher draws 2 circles on the board **(See Annex 34.1) and goes over the vocabulary (See Annex 34).** Then the teacher reviews the sentence frames by saying "I like exercising" and post the picture of exercising in the upper circle. After that, the teacher gives to each student a picture strip **(See Annex 34.2)** and asks students to work in pairs. Each student uses the picture strip to present to their classmates the activities that they and their family members like. for example, I like exercising and my father likes reading books. Students are encouraged to create as many statements as possible.	15 m

W.3. Says words for the teacher to write.	**W.3.** Dictate words for teacher to write.	• **Task assessment** The teacher draws two circles on the board. One circle will have sentences about activities that one likes, and the other circle will have sentences about activities the family members like. Students dictate the sentences for the teacher to write.	10 m
Options		**Integrated Mini-Project**	**Time**
		Students will work on the mini-project on week 6.	120 m

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

WEEK 4, PHONEMIC AWARENESS

Assessment Strategies & Evidences (Learning Outcomes)	Learner can	Didactic Sequence Mediation	Time Total: 40 min (1 lesson)
		Routine Greeting, call the roll, date. **PRE-TEACHING** ● **Warm up** Students play “Phonics clapping”. The teacher asks students to get in pairs, stand up, and face each other. The teacher presents the words (**c**ar, **c**ake, **u**mbrella, **u**ncle)**(See Annex 39**), gives instructions, sets a simple beat and model the movements to the students. Each time students clap, they make the initial sound. First beat, students clap with their own hands. On the second beat, they clap with a classmate. Then on the 3rd beat, they have to say a word corresponding to the initial sound for example: c c car, u u umbrella etc. ● **Activation of prior knowledge** The teacher asks students what other words they know that start with the /c/ or /u/ sound. If students say words in Spanish, it is okay as long as the sound is the same in both languages. ● **Modeling** Students watch the video “Phonics Letter C- U Song”. **(See Annex 38)** about the /c/ and /u/ initial sounds. First, students only watch the video attentively. Second, students watch the video and produce the sounds with the teacher’s help. Finally, students watch the video, make the sounds, and repeat the examples.	3 m 5 m 2 m 5 m

R.PA2. Identifies the initial and final phoneme of a spoken word if these words have been previously encountered and they are attached to a picture.	**R.PA2.** identify the initial phoneme of a spoken word if these words have been previously encountered and they are attached to a picture.	● **Clarifying** The teacher asks questions to clarify the production of the /c/ or /u/ sounds. **TASK CYCLE** ● **Pre-Task** The teacher divides the board into two sections, one for each sound (/c/, /u/). The teacher puts up 2 pictures (**See Annex 39)** of words that start with those letters, for example: (car, cake/ umbrella, uncle). Then he/she makes the sound of each letter and says the words. Then students have to listen and repeat the words and the initial sounds that they hear. ● **Task rehearsal** The teacher points to one picture, says the word, and students make the beginning sound, and so on. ● **Task completion** The teacher tapes a huge star **(See annex 40 Classroom example & Star example)** on the classroom floor with a different sound on each point (/c/ or /u/). The teacher makes small groups. Each group is going to have their own turn. One group stands in the center of the star. Then the teacher says a sentence and points to a word and picture as this word is mentioned in the sentence **(See Annex 39)**. Students run to the correct point and make the initial sound and provide an example of that sound. For example: I like playing with my car. The teacher point to the car as it is said. ● **Task assessment** The teacher gives students a worksheet **(See Annex 41)**. Students listen to the teacher saying a word. Then they fill in the blank by writing the letter that corresponds to the initial sound for each word. Finally, the teacher checks the answers on the board.	5 m 5 m 5 m 5 m 5 m

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

UNIT 3 WE ALL ARE DIFFERENT (REVIEW)

WEEK 5

<table>
<tr><td colspan="2">Level: 1st</td><td>Unit: 3</td></tr>
<tr><td>Domain: Socio-Interpersonal</td><td>Scenario: We all are different</td><td>Theme: I Like…</td></tr>
<tr><td colspan="3">Enduring Understanding: Families come in all shapes and sizes with different likes and dislikes. All families are special.</td></tr>
<tr><td colspan="3">Essential Question: What makes families special?</td></tr>
<tr><th>Learn to Know</th><th>Learn to Do</th><th>Learn to Be and Live in Community</th></tr>
<tr>
<td>Grammar & Sentence Frame
How are you? I am fine. (verb to be)
(S-V-C) Sentences with verb (to be)
This/she is my mother/sister.
This/he is my father/brother.
Singular personal possessive Pronoun
“My mother is tall.”
Yes-No questions using verb (to be)
Is your mom tall? Yes.
Is your family big? No.
Is “David” you father? Yes
I have _____(two sisters and a brother).
Simple present tense, regular verbs. I like ice cream.
My family watches TV.
Vocabulary
Family members: Father, mother, sister, brother
What my family looks like
Personal descriptions and feelings:
Tall, short, little, handsome, pretty, happy, sad.
Cardinal numbers:1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
Different things my family likes to do
Action Verbs: Plays, eats, watches, talks, likes, cooks.
I like….
Video games, playing with my family and friends, reading a book, exercising.
Phonology
/d/ /i/ (dad, dog, iguana, Indian)
/p/ /u/ (Pop, party, uniform, United States)
/f/ /i/ (father family, ice cream, island)
/c/ /u/ (car, cake, umbrella, uncle)</td>
<td>Function
Identifying family members
Identifying nuclear family members’ physical traits.
Naming hobbies and activities practiced with the family.
Talking about likes and dislikes.

Discourse Markers
and</td>
<td>Psycho-social
Respecting others in my family
Respecting senior citizens and gender roles.
Motivating good communication, collaboration and self-esteem.
Respecting others in my family
Socio-cultural
Idioms / phrases
Introducing family members in celebrations and family reunions (Mother’s Day, Father’s Day, family birthday celebrations, leisure activities)
- Helping others
Using positive and affectionate expression familiar address forms (dear, darling)
Idioms/Phrases
Mommy, mom
Daddy, dad
- at home
- Little brother/sister
- Big brother/sister
Like father
Like Son</td>
</tr>
</table>

Assessment Strategies & Evidences (Learning Outcomes)	**Learner can**	**Didactic Sequence Mediation**	**Time** Total: 80 min (2 lessons)
Learner…		**Routine** ● Greeting, call the roll, date. **PRE-TEACHING 1**	3 m
L.1. Recognizes the words for people around them (e.g. father, mother, brother, sister, baby).	**L.1.** Recognize the words for people around them (e.g. father, mother, brother, sister, baby).	● **Warm up** The teacher puts cards on the board, number side facing out, with images of family members, and feelings (**See Annex 42).** The teacher reads a sentence. For example, My mother is happy. Then the student picks a number and the teacher turns over the image that has that number. The student has to say if the card and the sentence match. Based on the example provided, if the student were to pick either the card of the mother or the card of happy, there is a match. All cards are turned over, and another student gets a turn.	7 m
L.2. Understands simple information about a person (e.g., appearance and feelings) if the person speaks slowly and clearly,	**L.2.** Understand simple information about a person (e.g., appearance and feelings) if the person speaks slowly and	● **Activation of prior knowledge, modeling and clarifying: (Review of week 1 and 2)** The teacher asks students to brainstorm vocabulary, and questions they have learned so far about family. Then the teacher reviews the vocabulary, and the grammar structures from week 1 and 2 by using a PowerPoint presentation **(See Annex 43).** First, the teacher goes over the sentences, “This is my mother,” and students repeat. Then the teacher goes over some adjectives related to physical appearance and feelings (tall, short, little, handsome, pretty, happy, sad). After that, the teacher reviews the statements, questions and answers studied in the previous weeks “Is your mom tall?	10 m

possibly with accompanying gestures **SI.1.** Understands and respond in a predictable pattern to simple questions**.** **W.1.** draws pictures of an event or character from a picture story or one main idea.	clearly, possibly with accompanying gestures **SI.1.** Understand and respond in a predictable pattern to simple questions**.** **W.1.** draw pictures of an event or character from a picture story or one main idea.	Yes/No" and students repeat them. The teacher shows some flashcards and clarifies meanings, forms or pronunciation as needed. Students are asked to formulate either statements or questions with the information from the PPP. **TASK CYCLE 1** ● **Pre-task: (Review week 1 and 2)** Listening and speaking: The teacher presents a dialogue about family members **(See Annex 44)**. The teacher says the dialogue aloud, once. Then the teacher role plays the dialogue by performing it and using a puppet (he/she is person A and the puppet is person B). The teacher along with the students practice the dialogue, three times. The teacher is person A and students are person B. Then she divides the group into two. Half of the group is person A, and the other half is person B. The students practice saying the dialogue, twice. Then they switch. The teacher guides students as needed. The teacher can choose sections of the dialogue to practice with the students. ● **Task: (Review week 1 and 2)** In pairs, students practice saying the dialogue. They take turns, one student is person A and the other is person B; then they switch. Finally, some pairs go to the front and role-play the dialogue. **PRE-TEACHING 2** ● **Activation of prior knowledge, modeling and clarifying:** (**Review week 3 and 4)** The teacher asks students to brainstorm vocabulary, and questions they have learned so far about family activities and likes and dislikes. The teacher reviews the vocabulary and the grammar structures from weeks 3 and 4 by using a PowerPoint presentation **(See Annex 45).** Then students listen to the teacher read a description of family activities **(See annex 27).** The teacher shows the pictures as he/she reads. The teacher reads it 3 times. After that, students draw an activity they heard but also their family enjoys doing as well. For example, they can draw the family watching TV.	7 m 13 m 10 m

SP.2. recognizes basic family activities using expressions like “My father likes running.” **W.3**. dictates words for the teacher to write	**SP.2.** recognize basic family activities using expressions like “My father likes running.” **W.3**. dictate words for the teacher to write	**TASK CYCLE 2** ● **Pre-task: (Review week 3 and 4)** The teacher posts on the board some pictures **(See Annex 34)** and makes a statement about his/her favorite family activity. Then the teacher asks students about the activities that they enjoy doing with their families. Students raise their hand to share their statements. ● **Task: (Review week 3 and 4)** The teacher tells students they are going to create a descriptive paragraph about family activities (the teacher uses languages that the students understand). Students take turns telling the teacher sentences about family activities. The teacher writes them on the board. All students are encouraged to participate. ● **Task assessment: (Review week 1- 4)** The teacher gives a worksheet to each student **(See Annex 46 page #1 & #2).** The teacher goes over each image by saying the name. Students listen to the teacher and circle the word they hear.	7 m 13 m 10 m
Options		**Integrated Mini-Project**	**Time**
		Students will work on the mini-project next week.	120 m

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

WEEK 5, PHONEMIC AWARENESS

Assessment Strategies & Evidences (Learning Outcomes)	Learner can	Didactic Sequence Mediation	Time Total: 40 min (1 lesson)
		Routine Greeting, call the roll, date. **PRE-TEACHING** ● **Warm up** Students play the wave game using sounds. All students get in a line and sit down. The teacher can use the pictures from **Annexes 9-9.3, 10-10.3, 18, 28-28.1.** The teacher shows a picture to the 1st student in the row. The students produce the beginning sound. The rest of the students repeat this one at a time. The student, at the end of the row, says a word that starts with that sound. Then the last student runs to the other side of the line, and the activity starts all over again. **TASK CYCLE** ● **Review of the sounds from week 1 and week 3** The teacher divides the board into 4 sections (one for each sound) and places a picture of a word to illustrate each section. The teacher chooses the pictures from **Annex 9-9.3, and 28-28.1.** Then the teacher asks a student to come up to the board and give him/her a picture **(See Annex 9-9.3, and 28, 28.1)** from a box. The student tapes it on the corresponding section according to the initial sound. Then all students produce the sound and say the word. ● **Review of the sounds from week 2 and week 4** The teacher tapes three pictures on the board. Two images have with the same initial sound and one does not **(See Annex 47).** Students listen to the teacher producing a	5 m 5 m 10 m 10 m

R.PA2. identifies the initial phoneme of a spoken word if these words have been previously encountered and they are attached to a picture.	**R.PA2.** identify the initial phoneme of a spoken word if these words have been previously encountered and they are attached to a picture.	sound. Then he/she asks a student to come up to the board, touch the correct image, and say the word. ● **Task assessment** The teacher gives a worksheet to each student **(See Annex 48).** The worksheet has images of words that have the beginning sounds studied in weeks 1 through 4. The teacher goes over each image, produces the sound, and students repeat. Finally, the teacher produces the initial sound of the images, students listen to the teacher and circle the image that corresponds to the initial sound they hear.	10 m

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

Enduring Understanding Reflection How successful were the learners in achieving the enduring understanding by the end of the unit?

UNIT 3 WE ALL ARE DIFFERENT

WEEK 6, MINI-PROJECT

Level: 1st		**Unit:** 3
Domain: Socio-Interpersonal	**Scenario:** We all are different	**Theme:** I Like…
Enduring Understanding: Families come in all shapes and sizes with different likes and dislikes. All families are special.		
Essential Question: What makes families special?		
Learn to Know	**Learn to Do**	**Learn to Be and Live in Community**
Grammar & Sentence Frame (S-V-C) Sentences with verb (to be) This/she is my mother/sister. This/he is my father/brother. Singular personal possessive Pronoun "My mother is tall." Simple present tense, regular verbs My family watches TV. Simple present tense regular verbs. I like ice cream. **Vocabulary** Family members: Father, mother, sister, brother Personal descriptions and feelings: Tall, short, little, handsome, pretty, happy, sad. Action verbs: Plays, eats, watches, talks, likes, cooks. I like….Video games, playing with my family and friends, reading a book, exercising.	**Function** Naming hobbies and activities practiced with the family. Identifying nuclear family members' physical traits. Identifying family members Talking about likes and dislikes. **Discourse Markers** and	**Psycho-social** Respecting others in my family Respecting senior citizens and gender roles. Motivating good communication, collaboration and self-esteem. **Socio-cultural** Idioms / phrases Introducing family members in celebrations and family reunions (Mother's Day, Father's Day, family birthday celebrations, leisure activities) Helping others at home Little brother Big brother Using positive and affectionate expression familiar address forms (dear, darling) Like father Like Son

Options	Integrated Mini-Project	Time Total: 120 min (3 lessons)
	PHASES **1. Planning** The teacher offers 2 different ideas for the mini-project to the students. Regardless of what options students chose, the goals will be accomplished. The first option is to make a family album. The second option is to make "family puppets." For either mini-project, students present it orally to their classmates. **2. Creating collaborative** *In this case, we are going to "pretend" students choose to make puppets.* Students activate their prior knowledge by going over the task assessment worksheet from weeks 1-5. Then they work collaboratively in groups (the quantity of students for each group will be determined by the teacher) to share ideas and materials for the puppets. The teacher gives to each student a worksheet about a person figure to represent a family member **(See Annex 49).** Students color and cut out all pieces. Then they use paper fasteners to join the body pieces. After that, students cut out the face of a relative, from a picture, and paste it on the "puppet's" head. They do the same with each family member (a maximum of 4 puppets per student). **3. Preparation** After students finish their mini-project, they rehearse describing their family to their classmates. Students must include words for physical description and feelings to describe/present their family member. Also, students must include activities that the family member likes to do, and what they both like to do together. The teacher decides how many family members each student presents. Also, the teacher can model the presentation and then give students time to rehearse their own presentation.	10 min 50 min 20 min

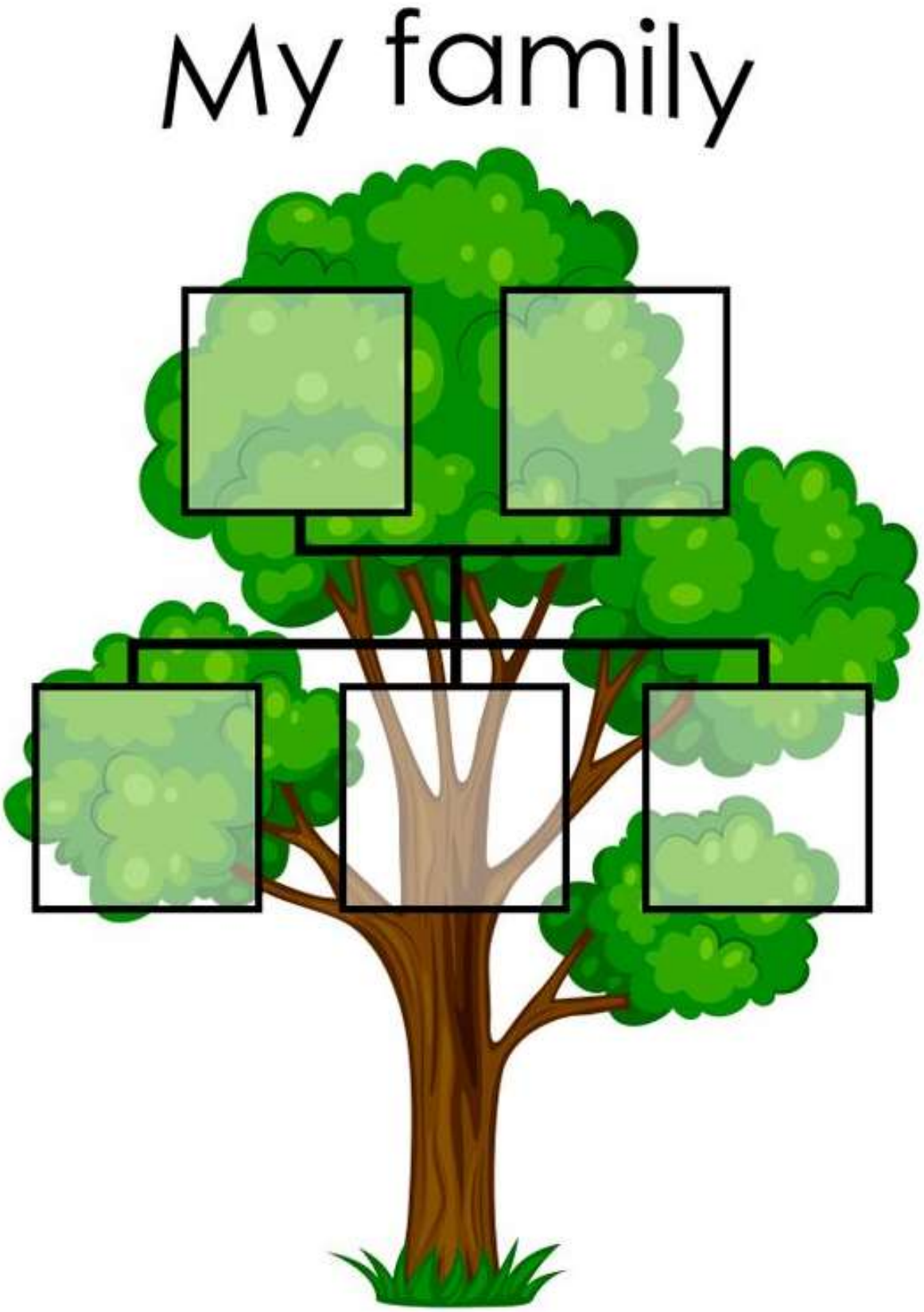
	4. Participation Individually, students present their mini-project to their classmates and teacher. While students present, the teacher uses a rubric **(See Annex 50)** to assess the student's progress. After all students present, the teacher also provides feedback to learners, and hands out a guided self-assessment worksheet **(See Annex 51)**. At this point of the school year, the guided self-assessment can be written in both English and Spanish. The teacher reads the indicators, and students choose their answer.	40 min

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

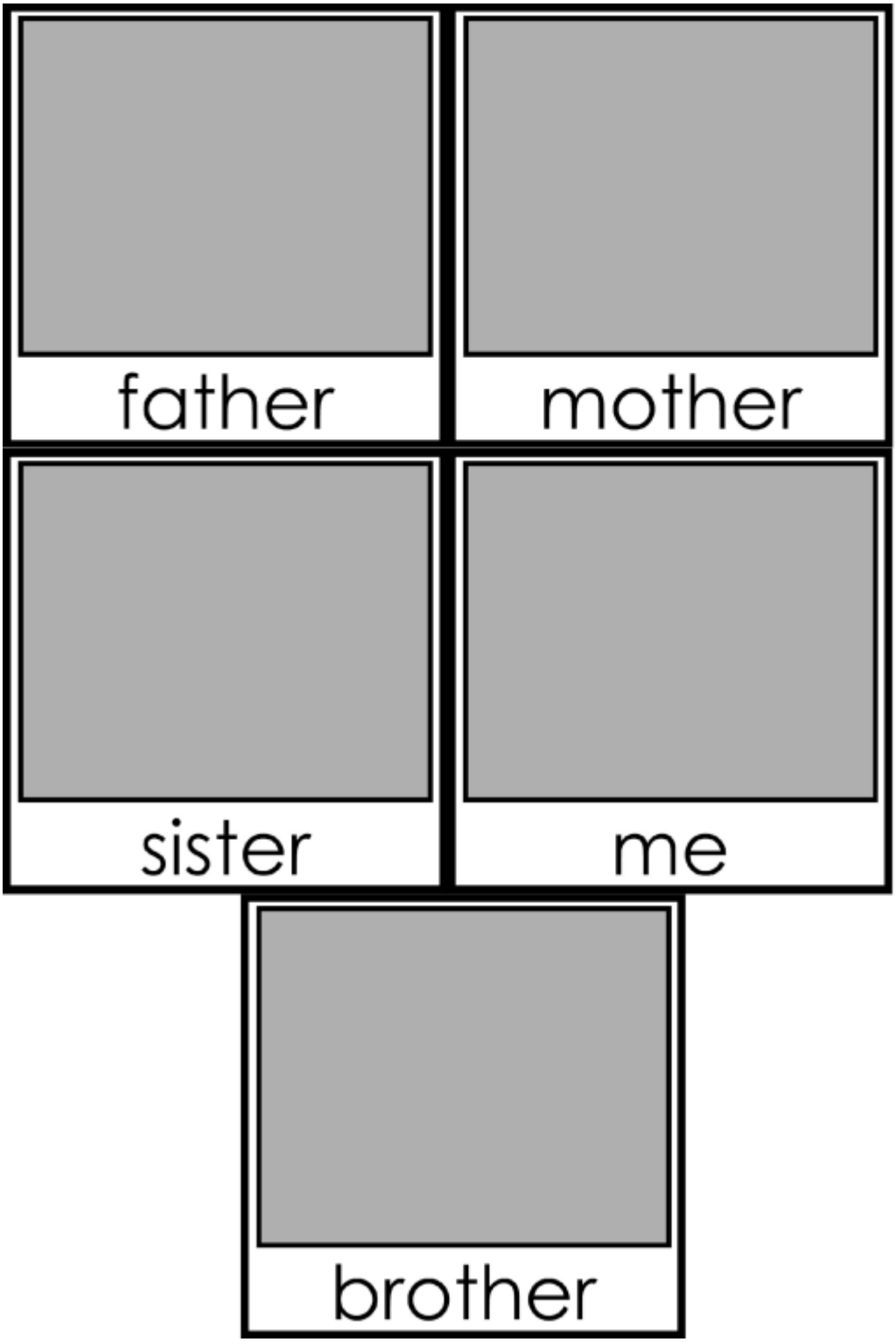
Enduring Understanding Reflection How successful were the learners in achieving the enduring understanding by the end of the unit?

ANNEXES

ANNEX 1



ANNEX 2



ANNEX 3

ELF Kids Videos. (2016). *My family Vocabulary for Kids/Pronouns and Contractions.* Retrieved from: https://www.youtube.com/watch?v=G3oo5Xxv8yU

Who is she? (Who's she)?

She is my (mom). (She's my mom.)

Who is he? (Who's he)?

He is my (dad). (He's my dad.)

Who is she? (Who's she)?

She is my (sister). (She's my sister.)

Who is he? (Who's he)?

He is my (brother). (He's my brother.)

Who is she? (Who's she)?

She is my (grandma). (She's my grandma.)

Who is he? (Who's he)?

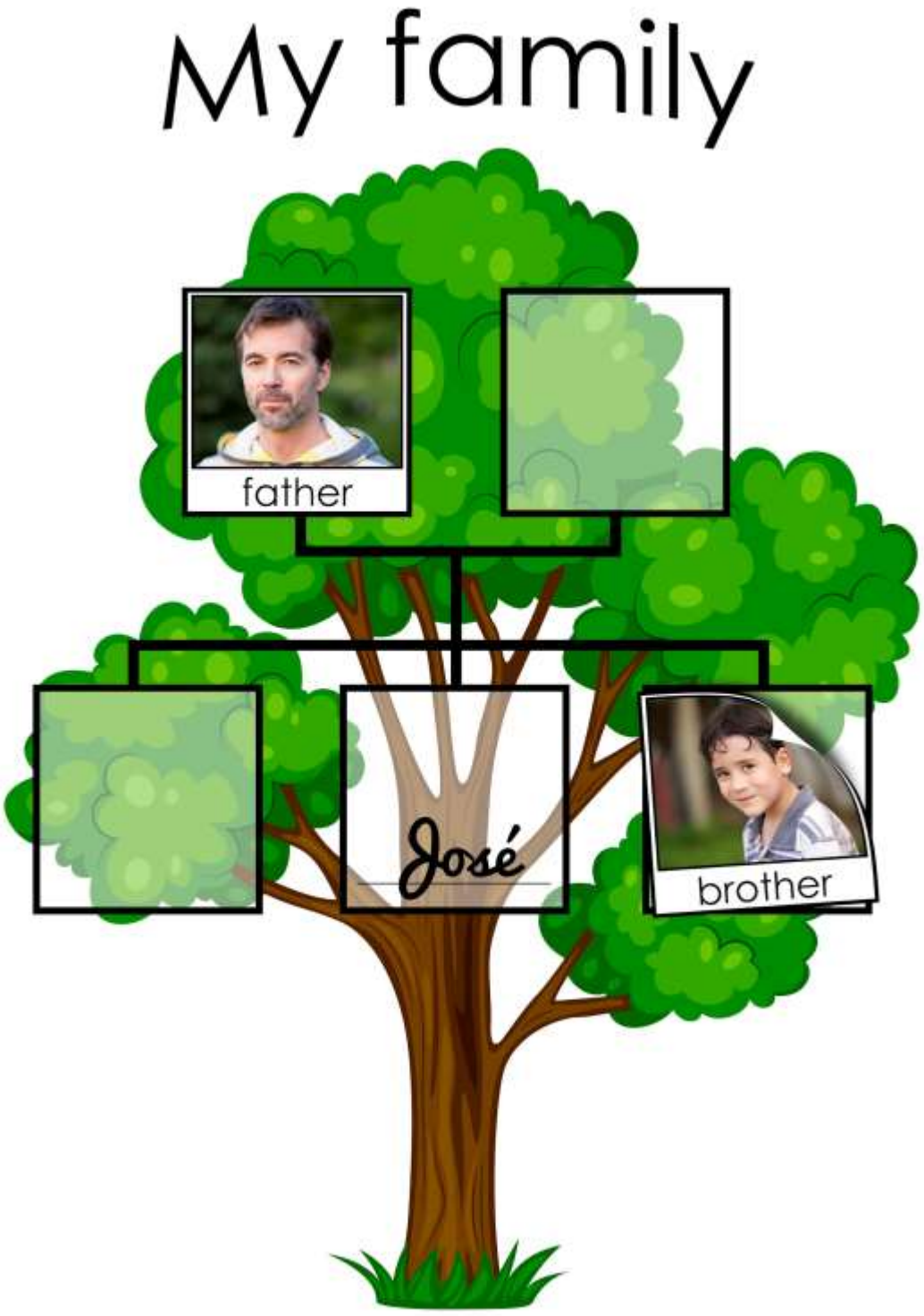
He is my (grandpa). (He's my grandpa.)

What's this?

It's my spoon.

ANNEX 4

ANNEX 5-example

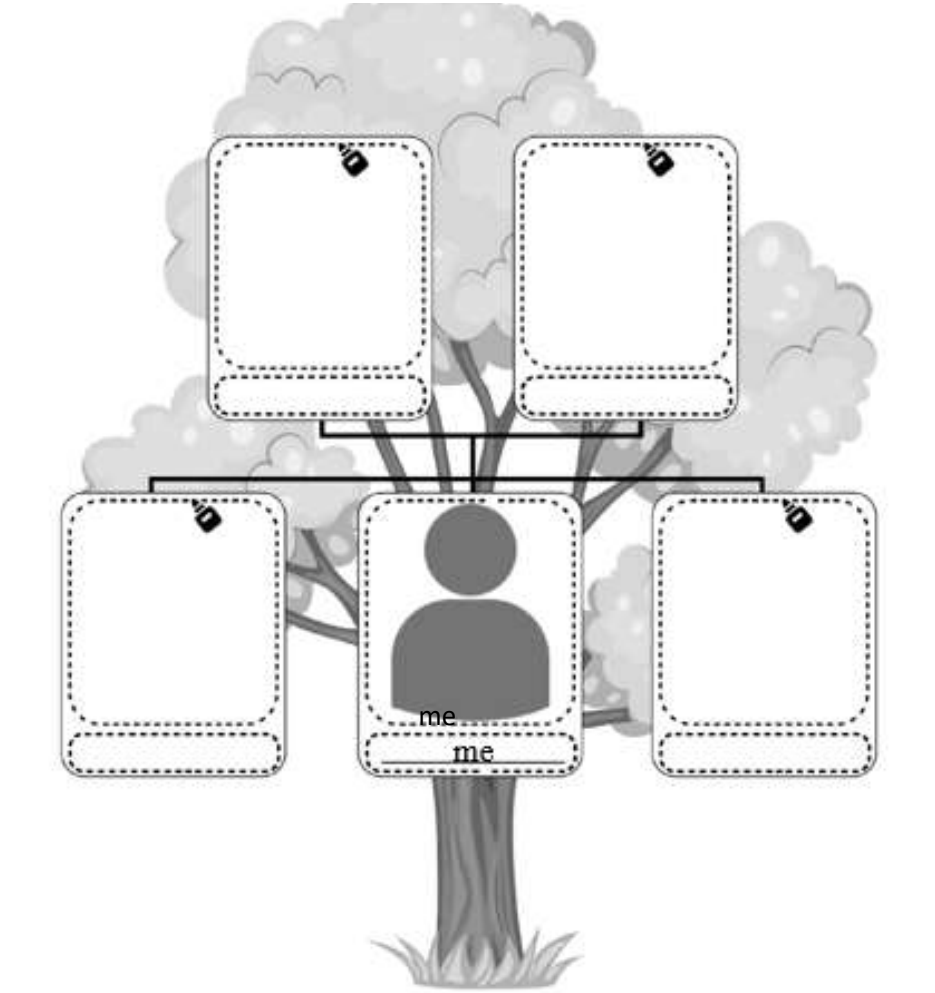


ANNEX 6

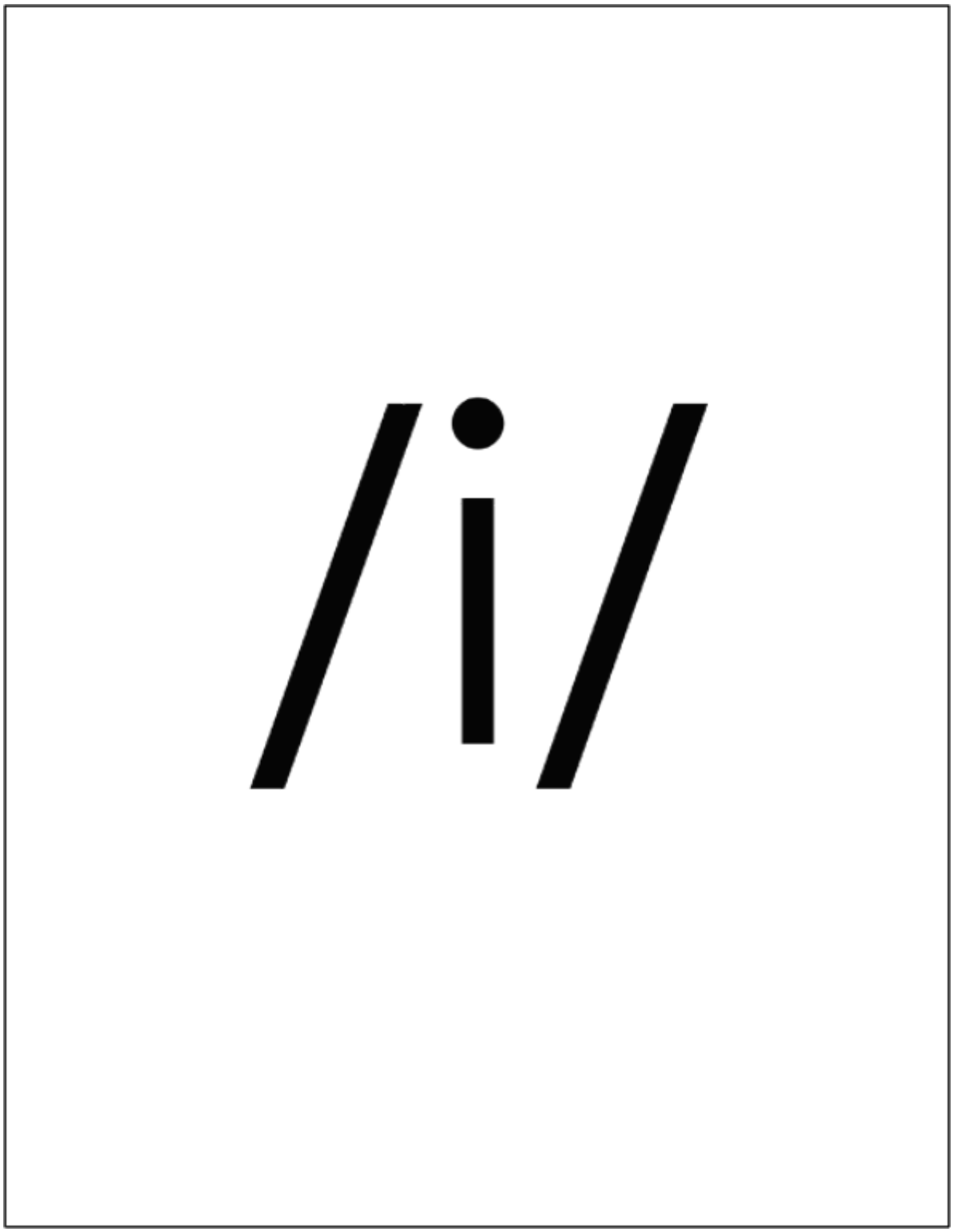
Student name: _____.

Instructions

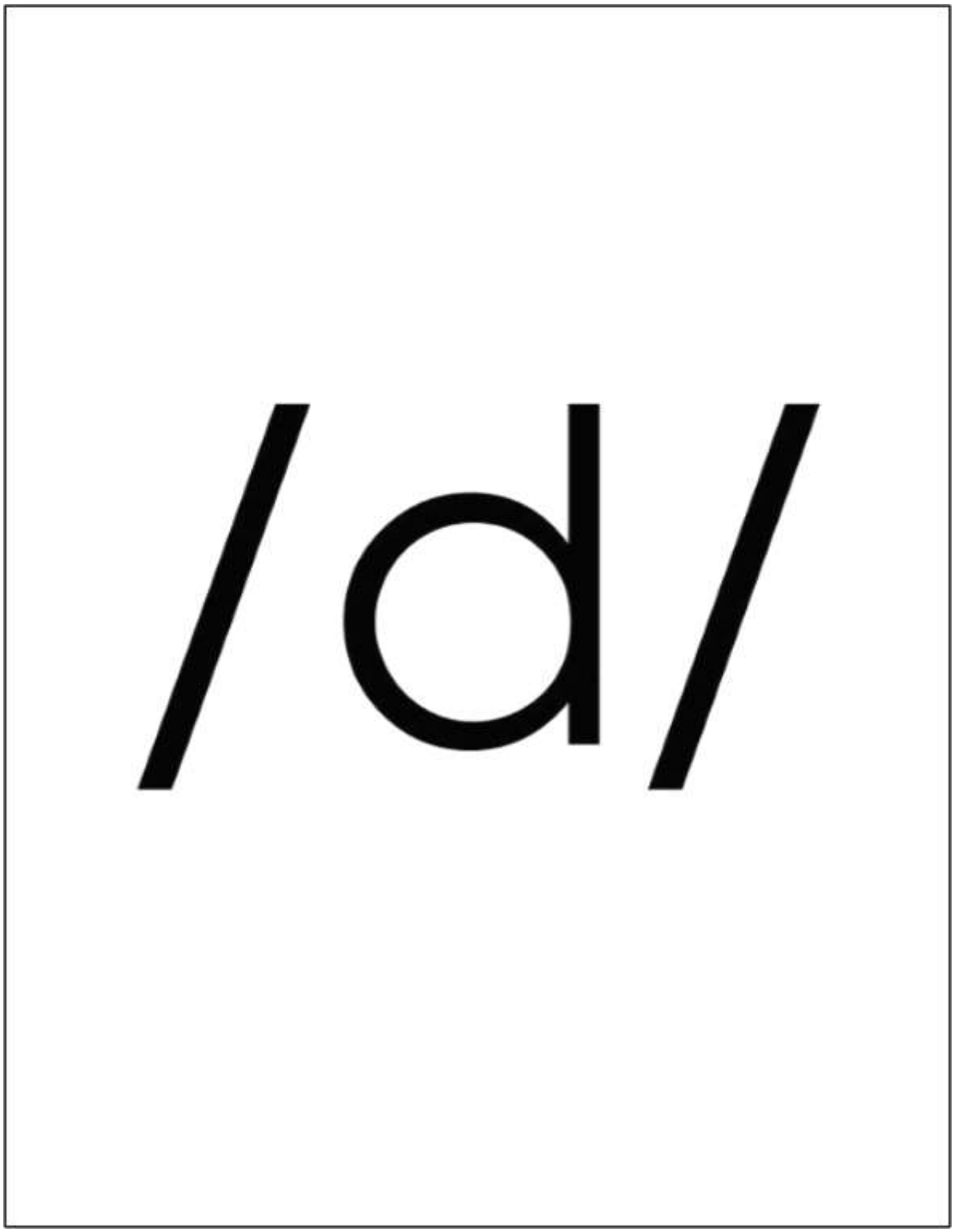
Cut, paste and label each family member.



ANNEX 7.1



ANNEX 7.2



ANNEX 8

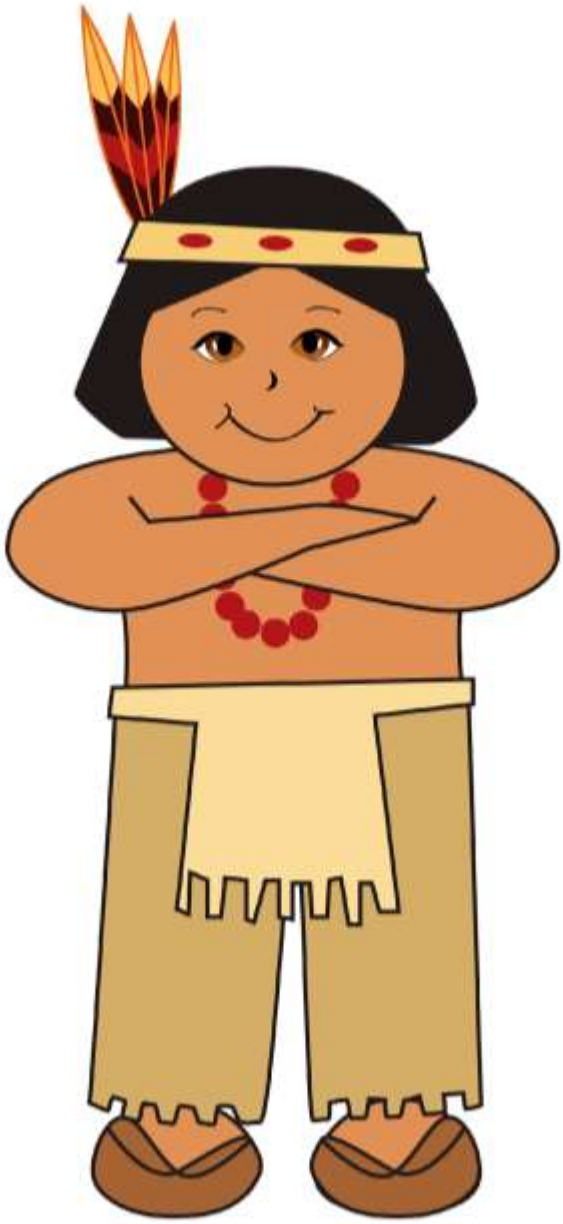
Bounce Patrol Kids Song. (2014). The Letter D Song-Learn the Alphabet. Retrieved from: https://www.youtube.com/watch?v=nb8DqaQmNWg

Bounce Patrol Kids Song. (2014). The Letter I Song- Learn the Alphabet. Retrieved from: https://www.youtube.com/watch?v=P56hZEhqFCw

ANNEX 9

dad

ANNEX 9.1



indian

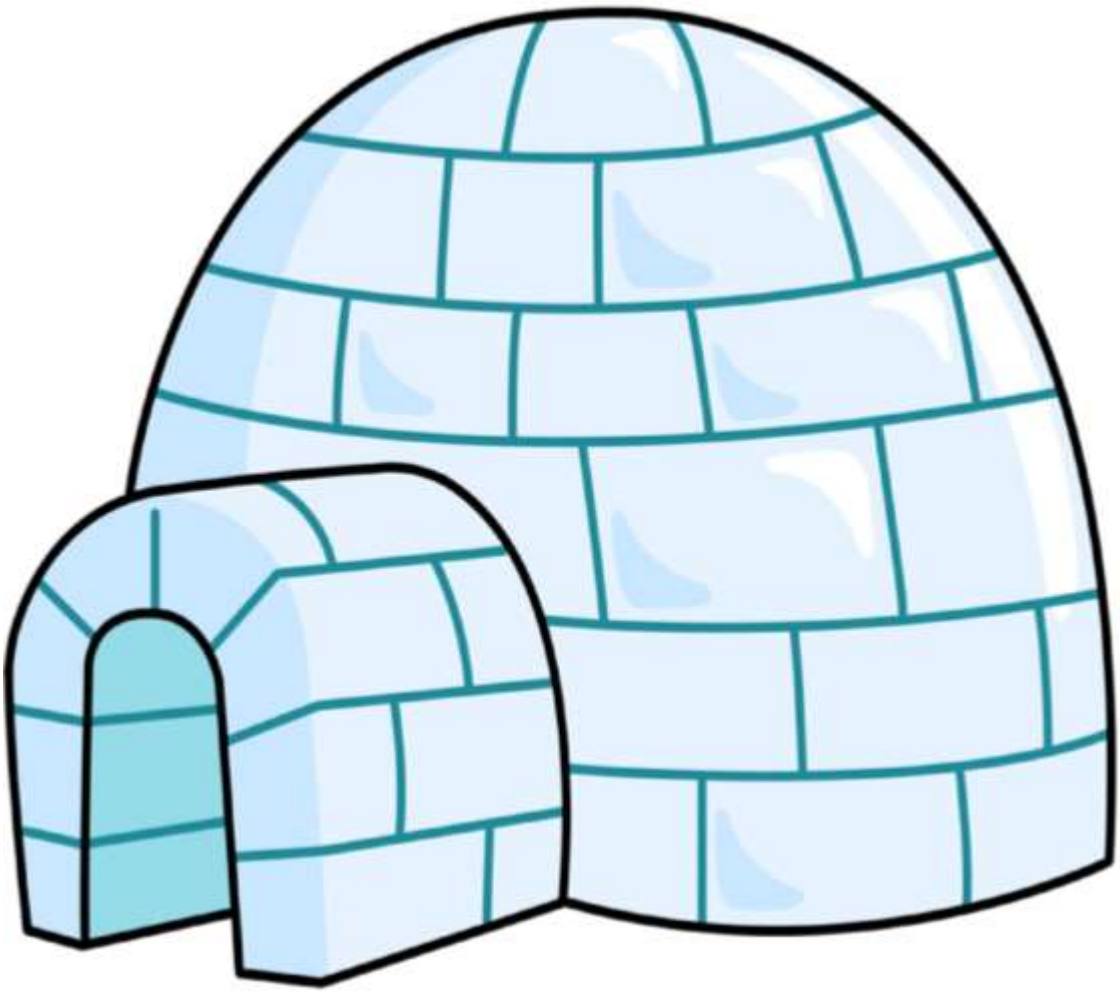
ANNEX 9.2

iguana

ANNEX 9.3

dog

ANNEX 10.1



igloo

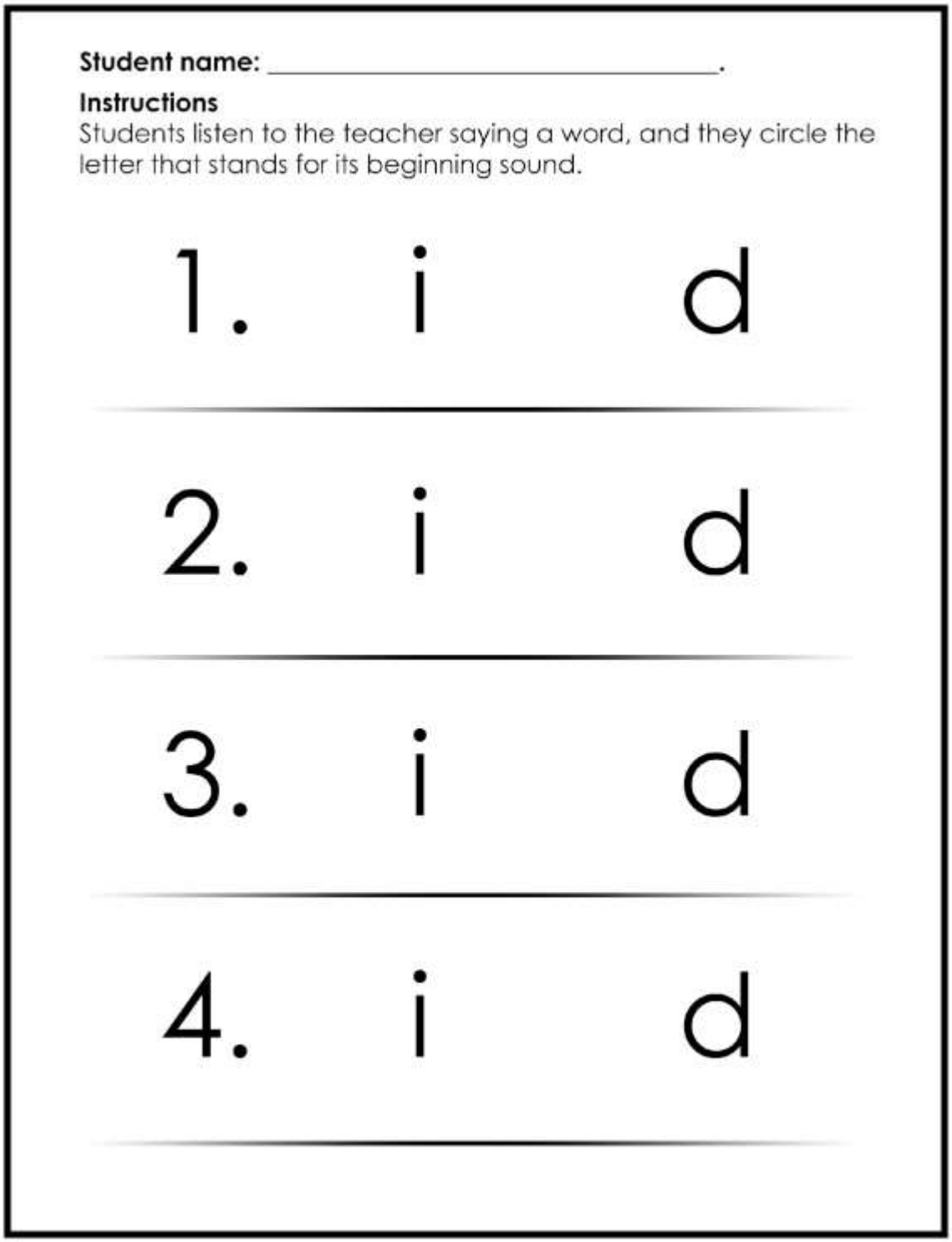
ANNEX 10.2

doctor

ANNEX 10.3

ink

ANNEX 11



Student name: _____.

Instructions

Students listen to the teacher saying a word, and they circle the letter that stands for its beginning sound.

1. i d

2. i d

3. i d

4. i d

ANNEX 12

Student name: _____.

Instructions

Students write the correct letter according to the image above each word.

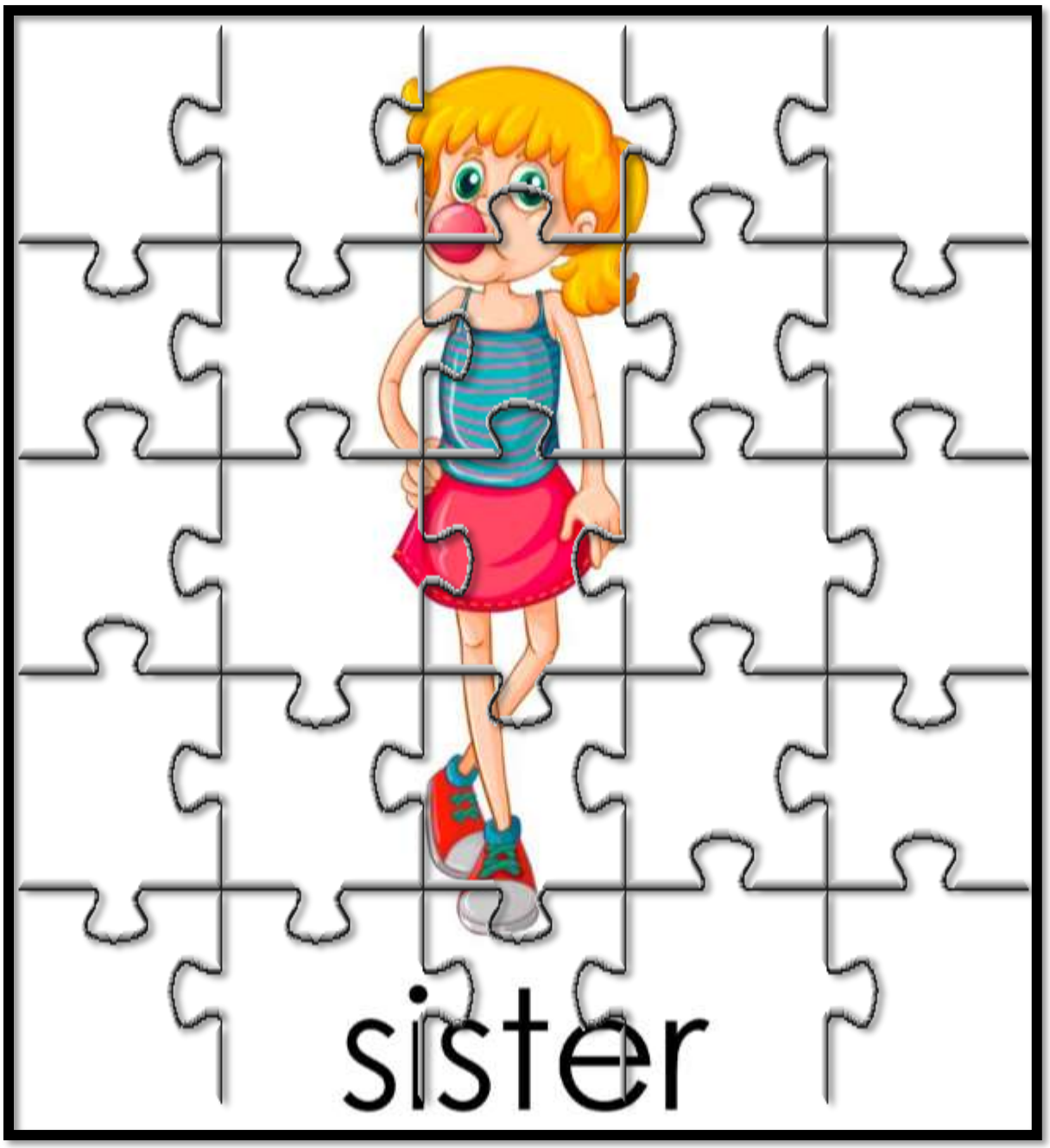
__ndian

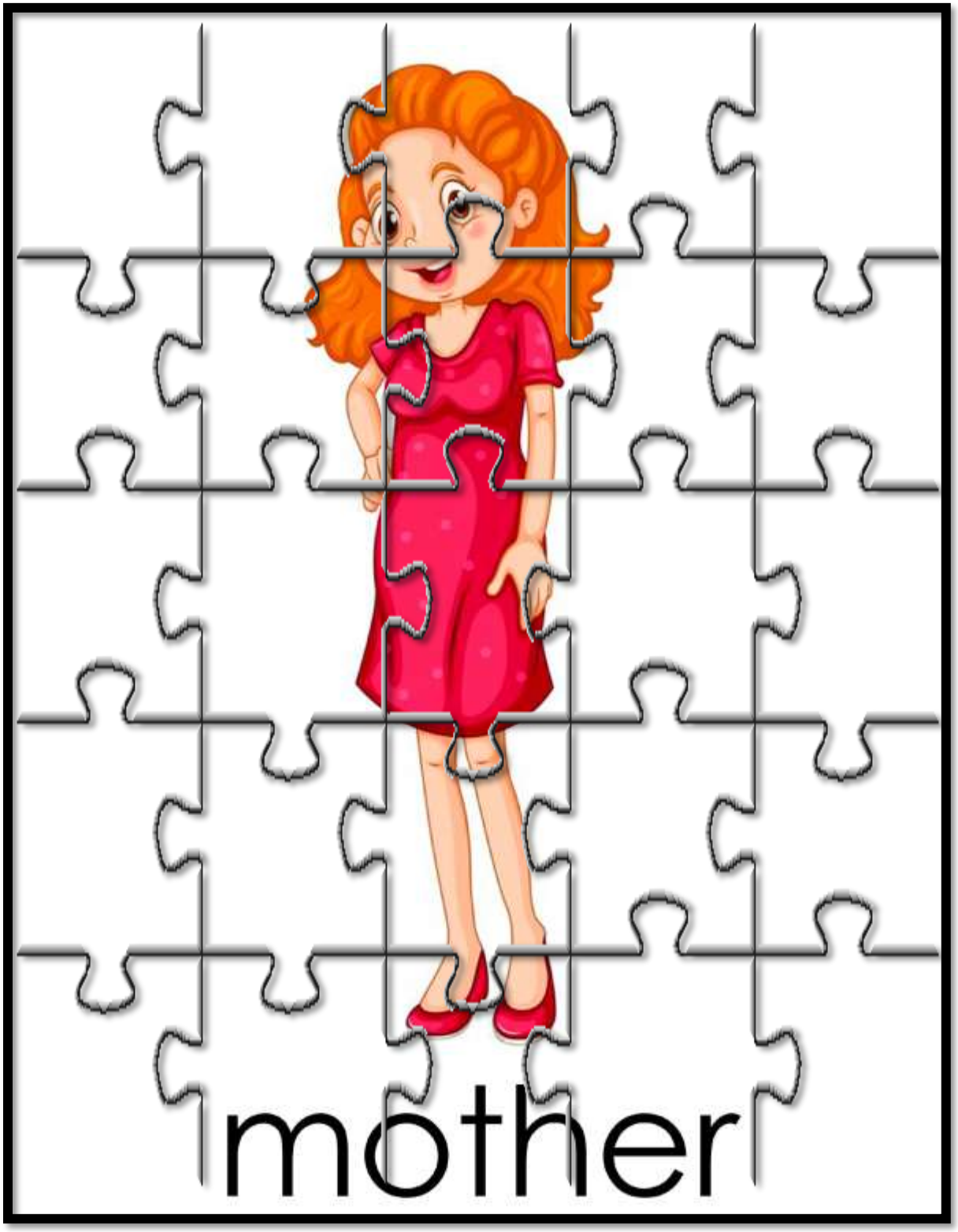
__ad

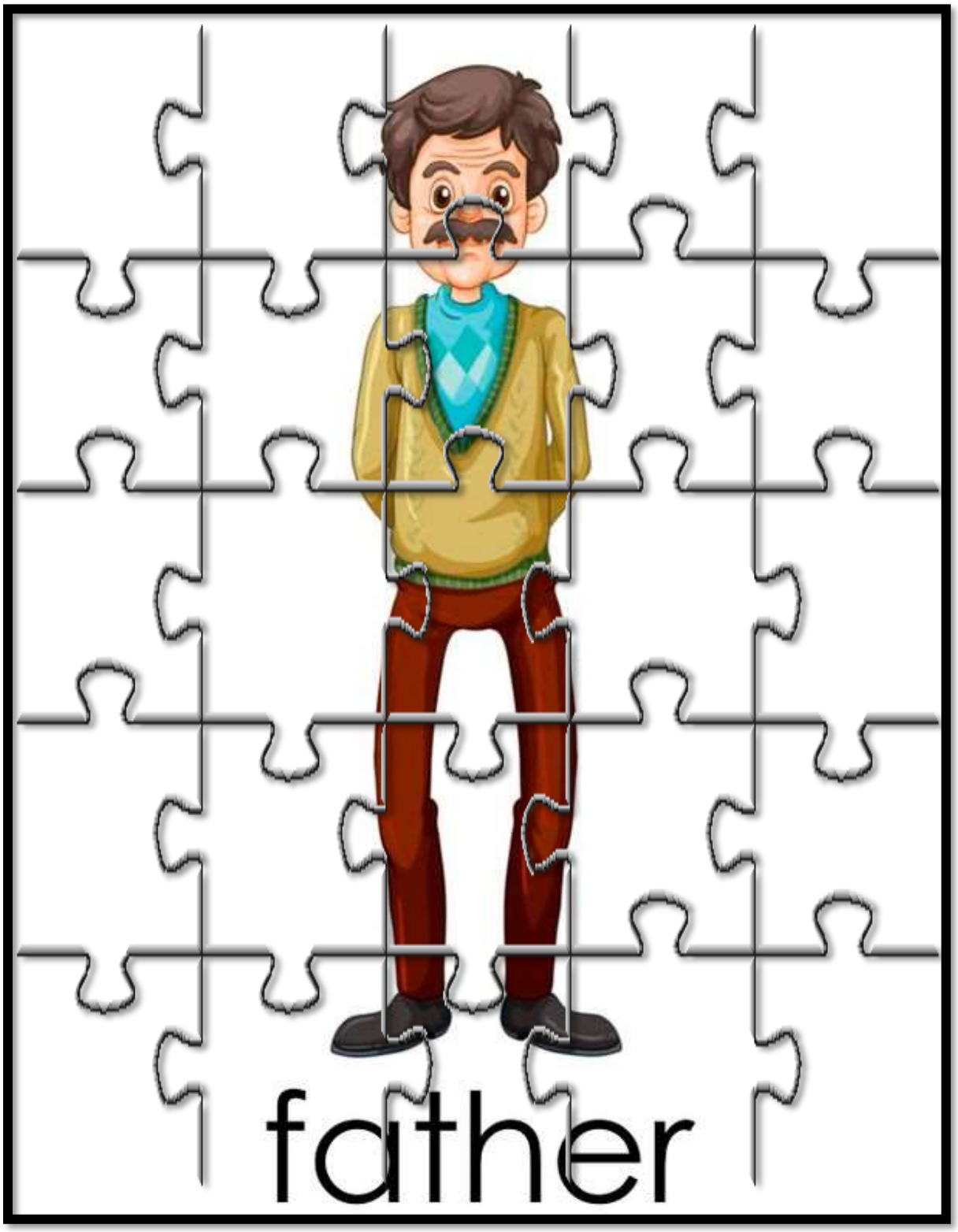
__og

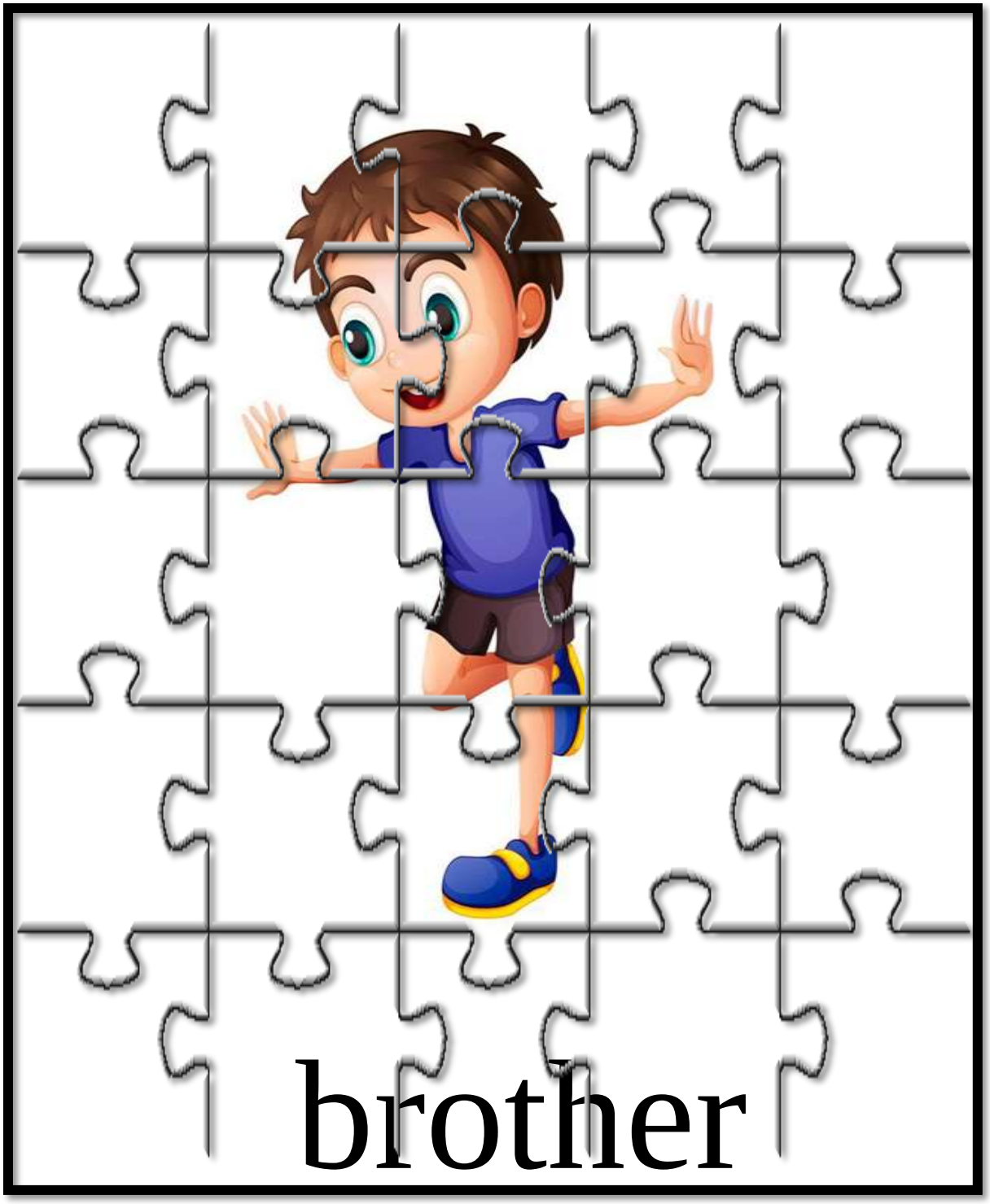
__guana

ANNEX 13




mother

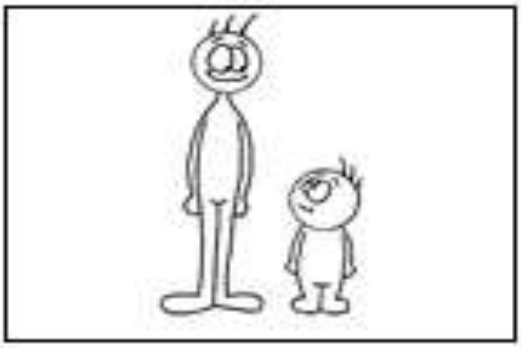

father


brother

ANNEX 14 POWER POINT PRESENTATION

1

2



Retrieved from:
https://www.dropbox.com/preview/Annexes/Week.2%20Annexes/Pre%20teaching/Activation%20of%20prior%20knowledge/Annex%202%20Presentation.pptx?role=personal

ANNEX 15

sad

happy

ANNEX 15.1

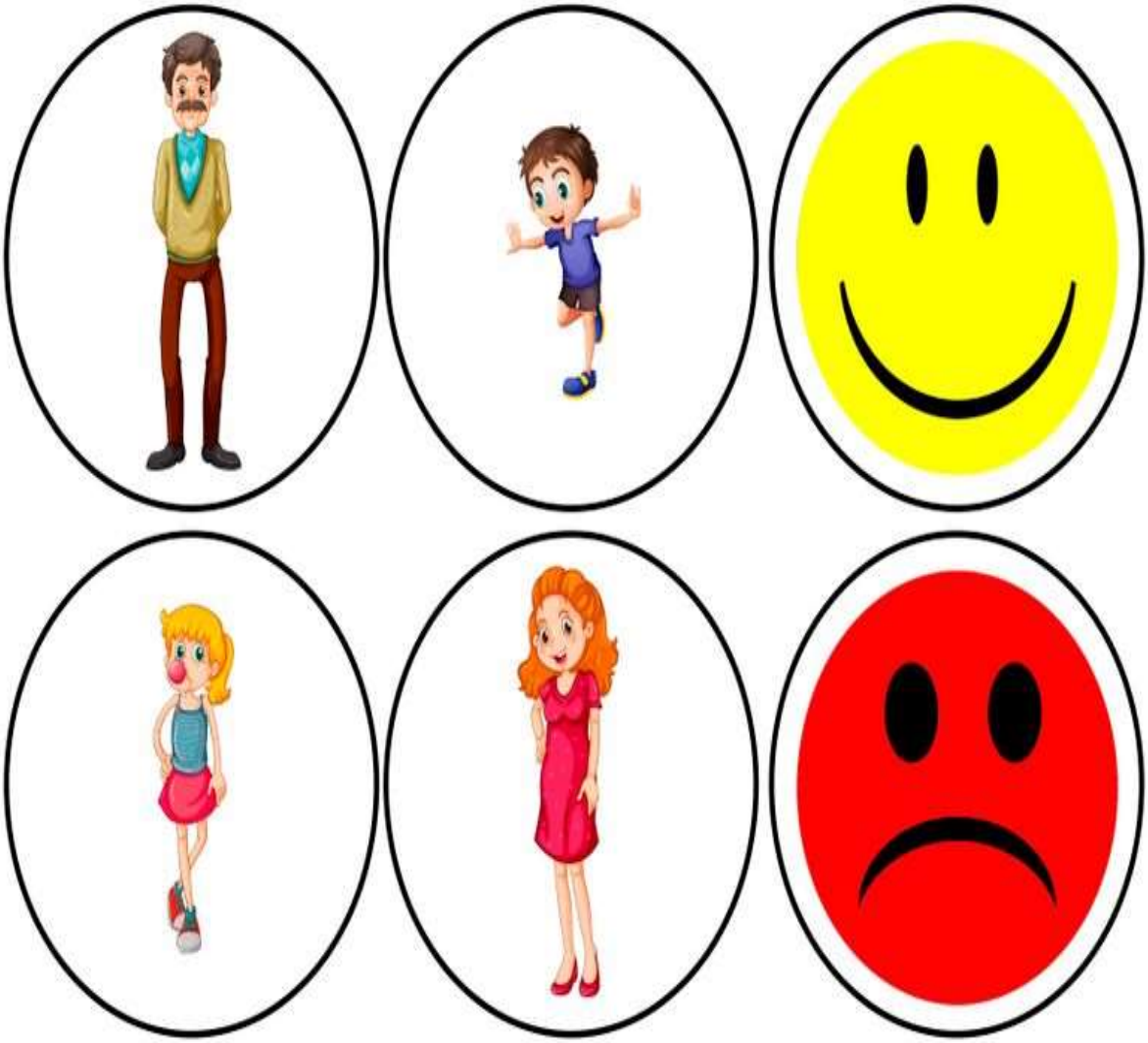
mother

father

sister

brother

ANNEX 16



ANNEX 16.1

ANNEX 16.2

Audio retrieved from:

https://www.dropbox.com/preview/Annexes/Week.2%20Annexes/Task%20cycle/Pre%20task/Annex%203%20audio.mp3?role=personal

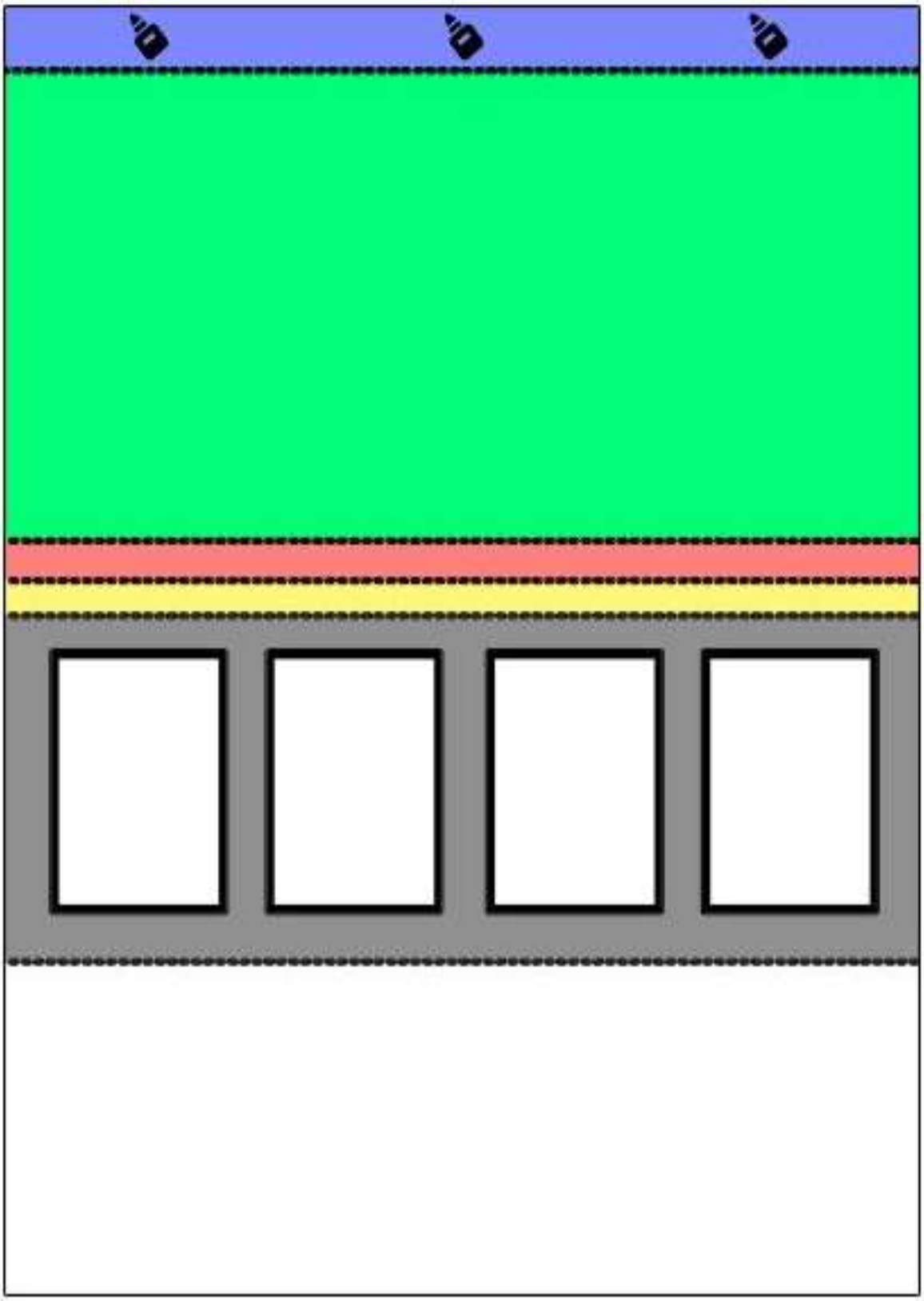
Audio script:

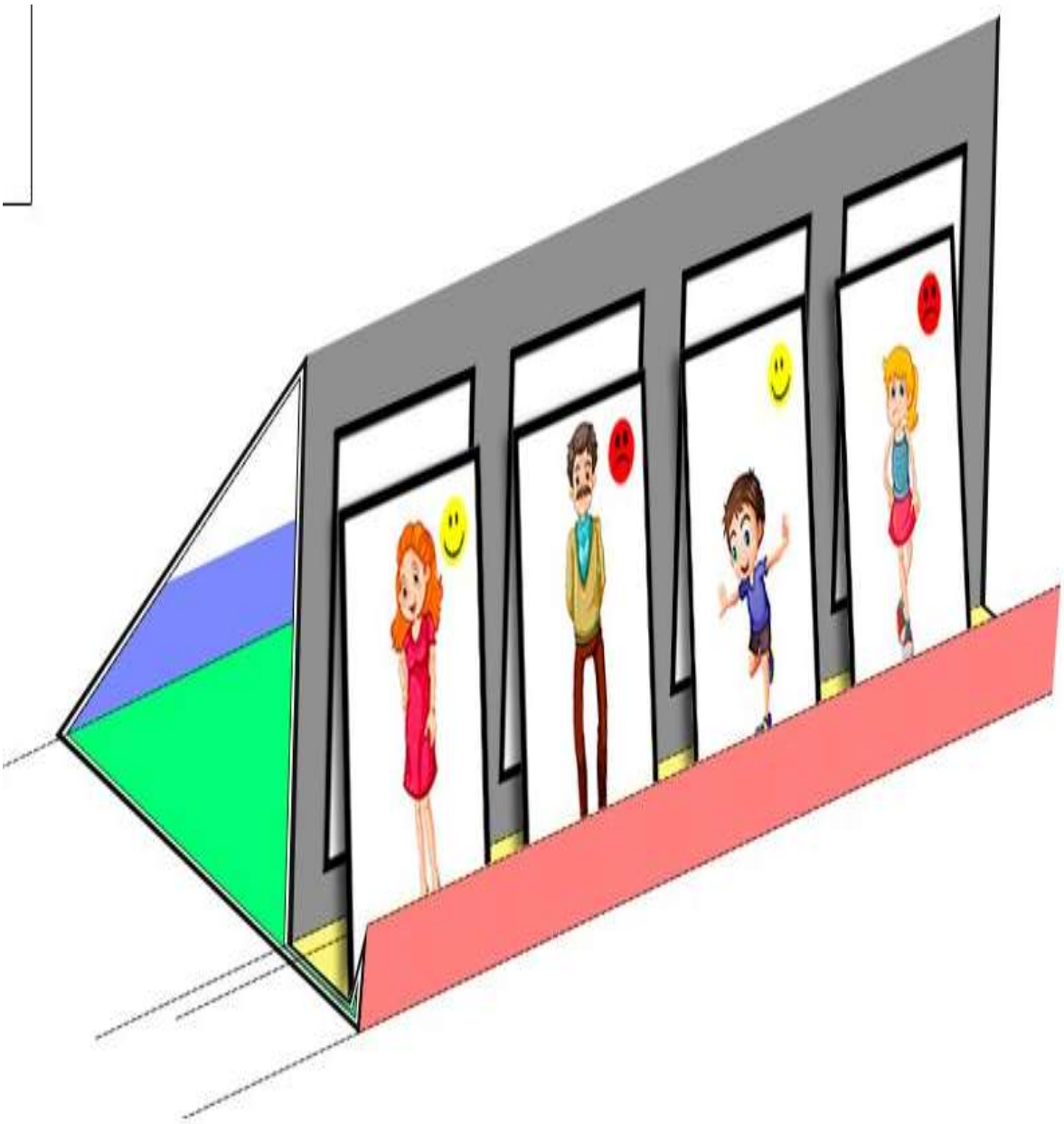
My mother is tall and pretty.

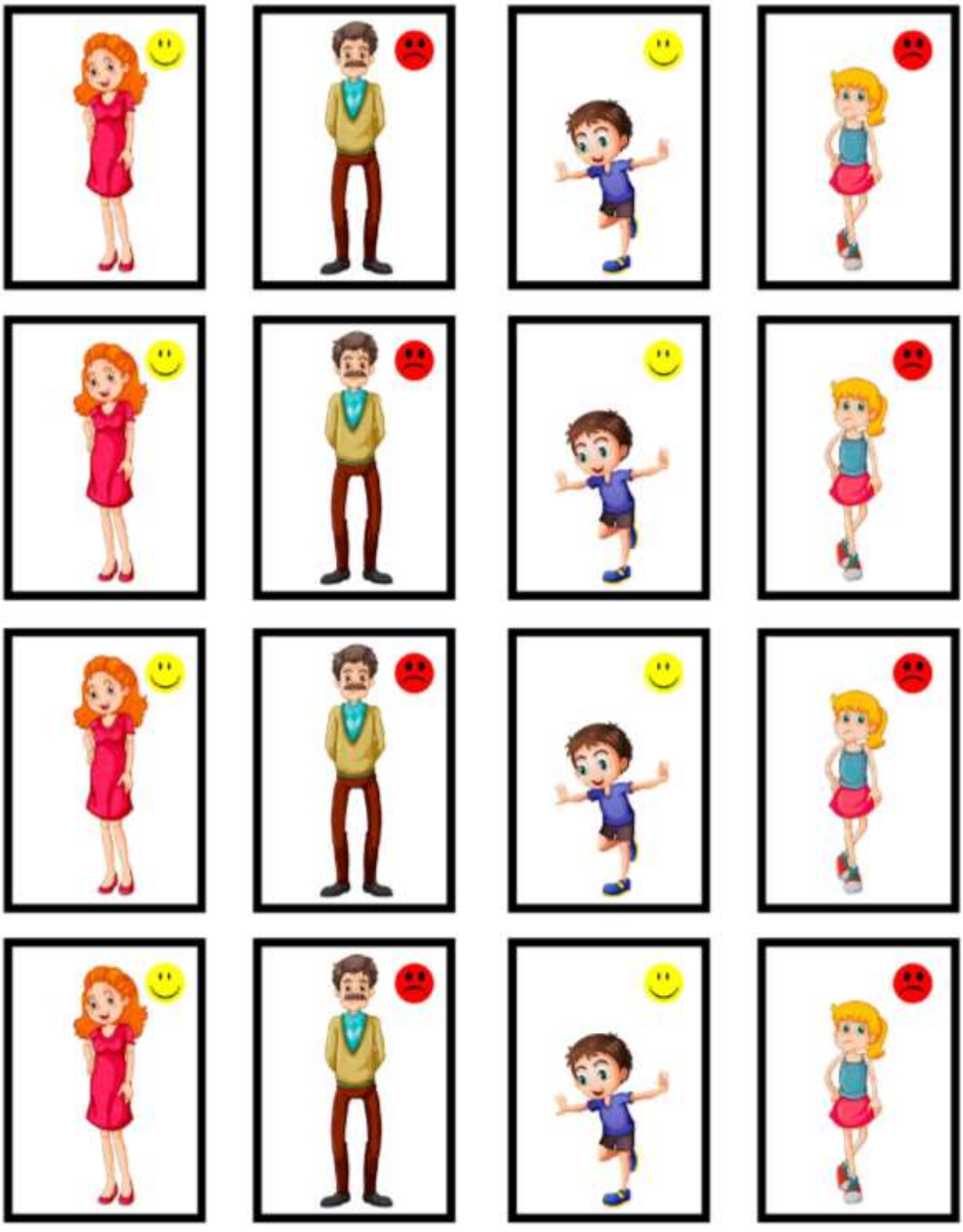
My brother is short and happy.

My father is handsome, and my sister is sad.

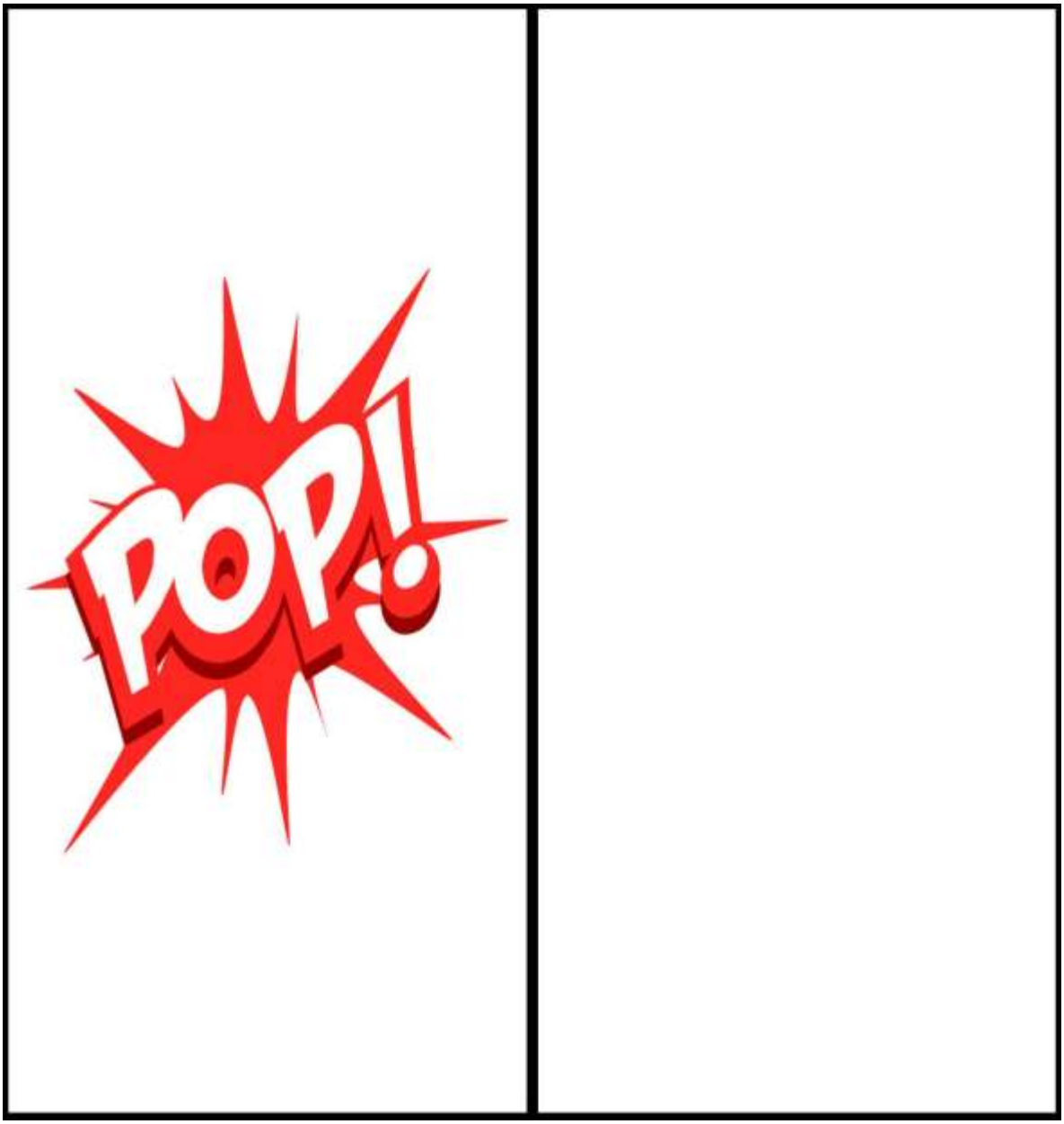
ANNEX 17

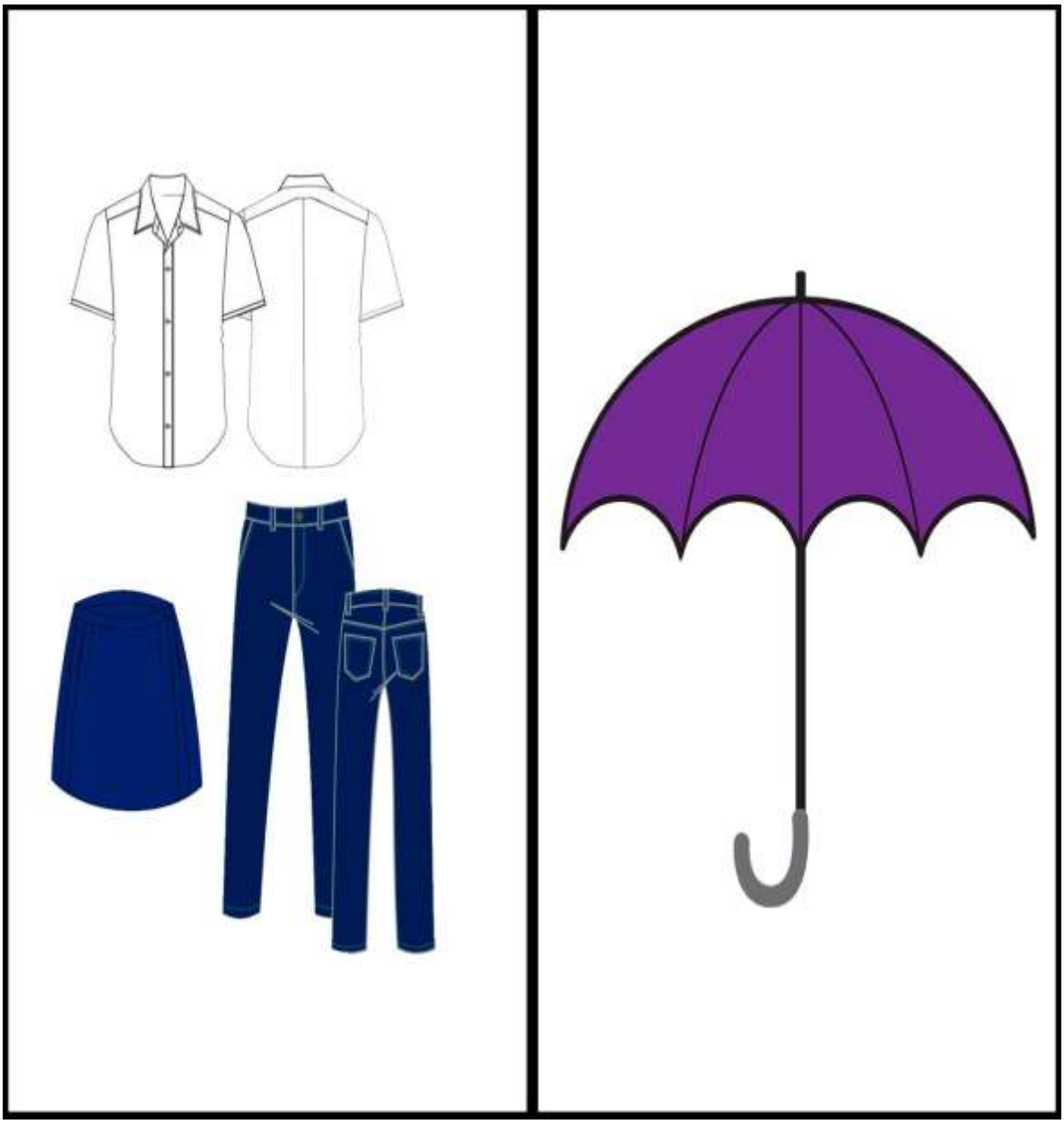






ANNEX 18



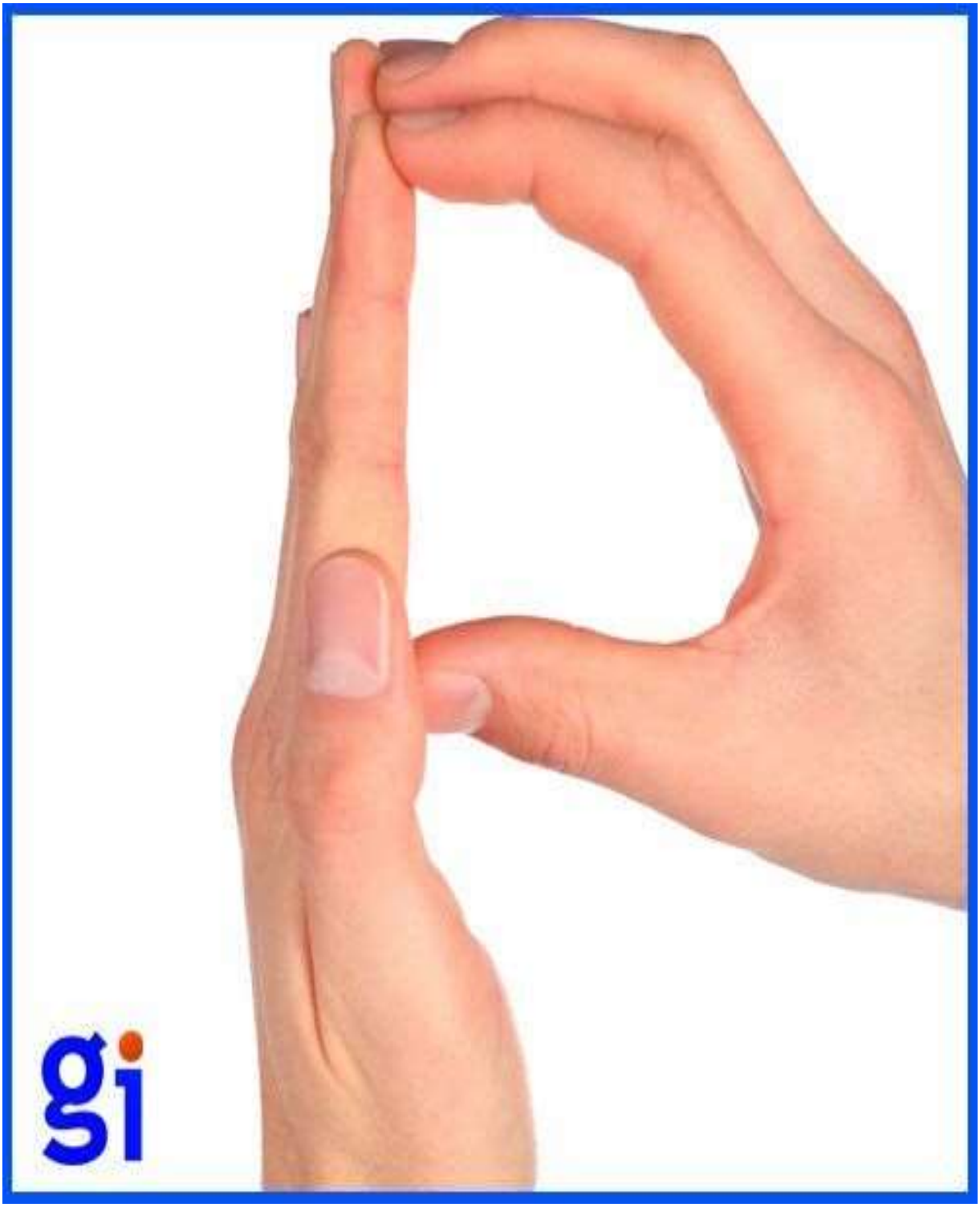


ANNEX 19

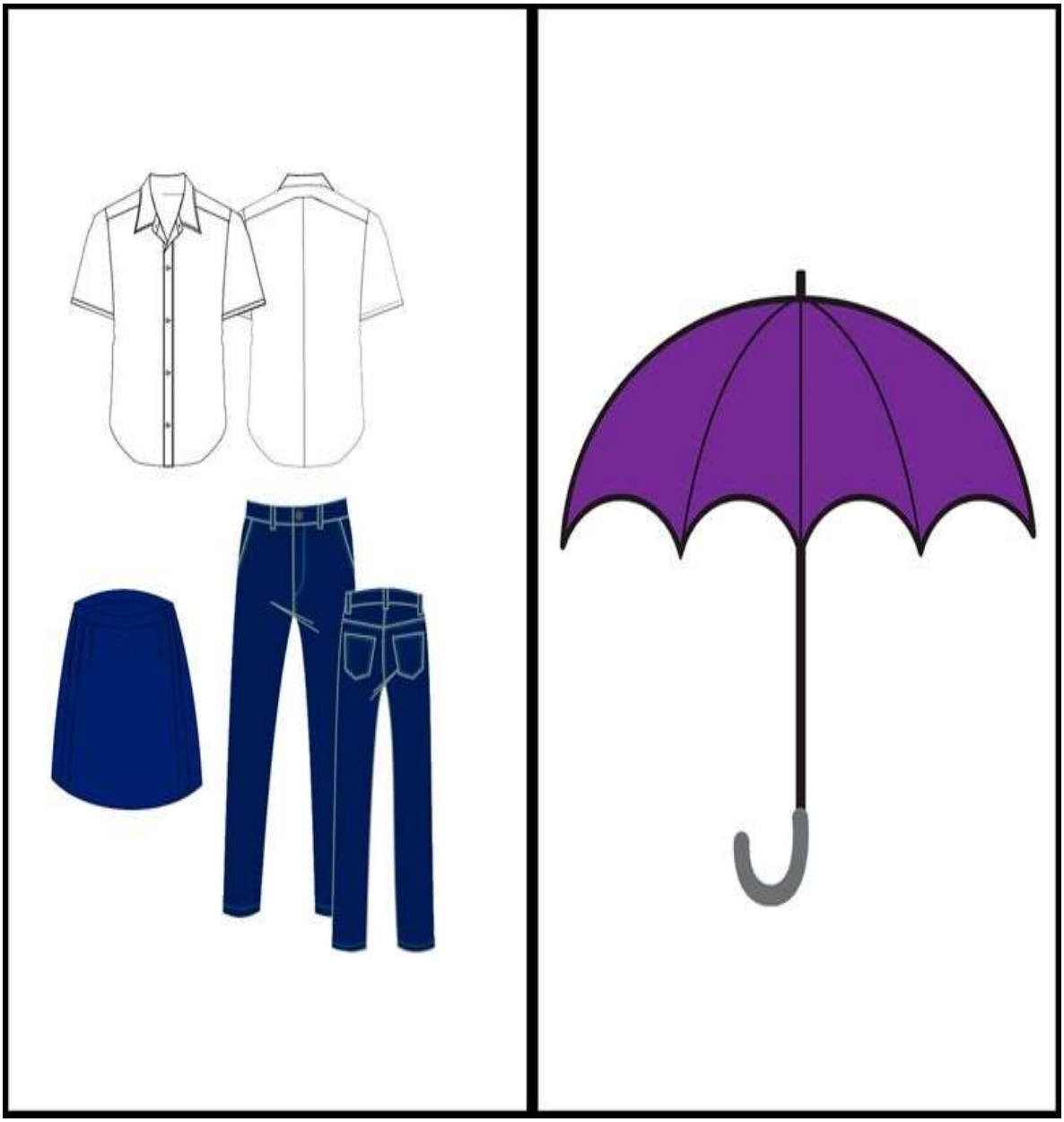
Bounce Patrol Kids Song. (2015). The Letter P Song-Learn the Alphabet. Retrieved from: https://www.youtube.com/watch?v=-v1fg2Hp63s

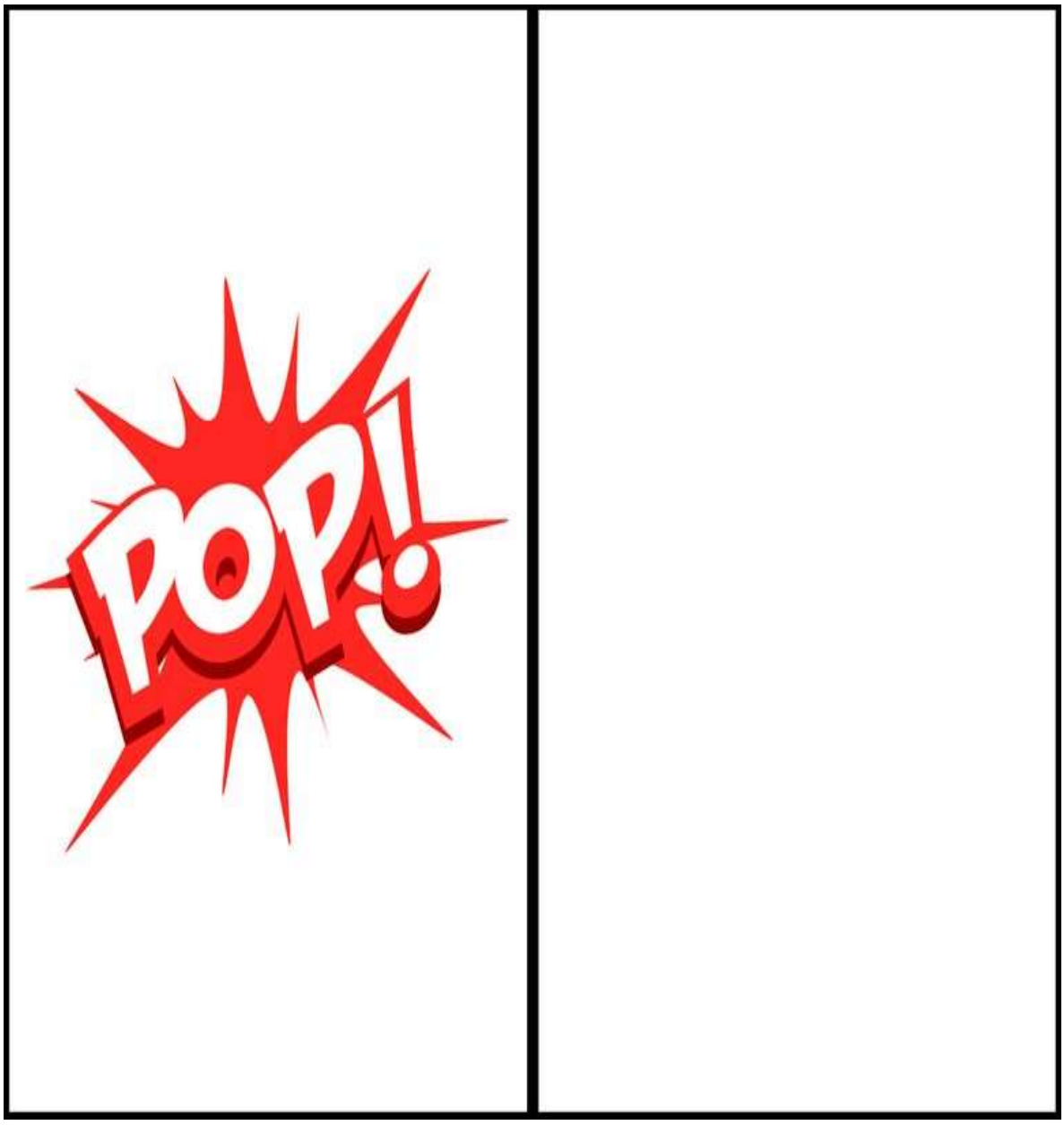
Bounce Patrol Kids Song. (2016). The Letter U Song- Learn the Alphabet. Retrieved from: https://www.youtube.com/watch?v=nPJRhEV-kF8

ANNEX 20



gi



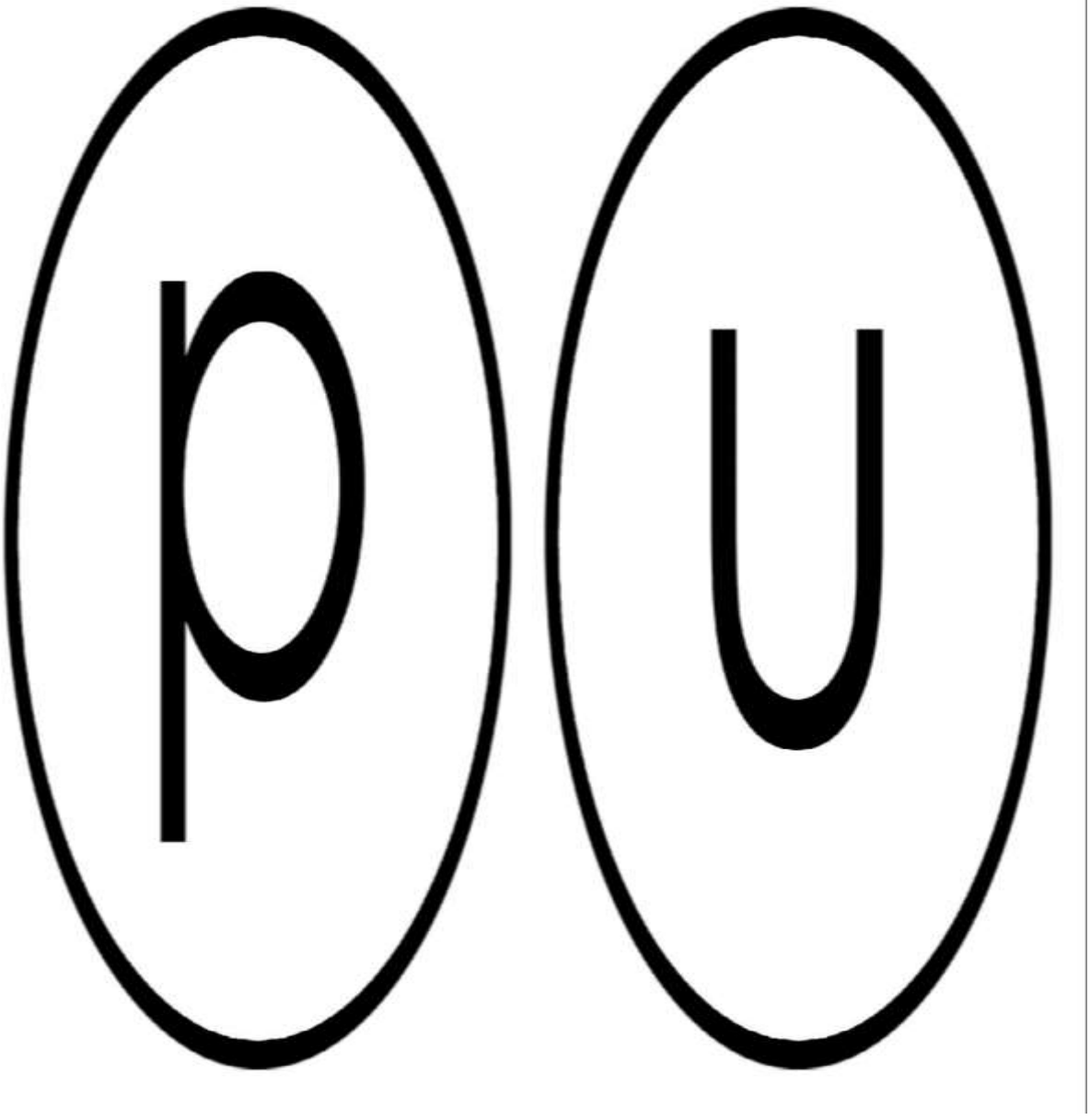

POP!

ANNEX 21 POWERPOINT PRESENTATION

Retrieved from:

https://www.dropbox.com/home/Annexes/Week.2%20Annexes/Phonics/Task%20cycle/Task%20rehearsal

ANNEX 22



ANNEX 23

Student name: _____.

Instructions

Students write the correct letter according to the image above each word.

__arty	__umbrella
__niform	__uppy

ANNEX 24

likes singing
cooks gallo pinto
plays soccer
eats pizza
watches TV
talks everyday

ANNEX 25

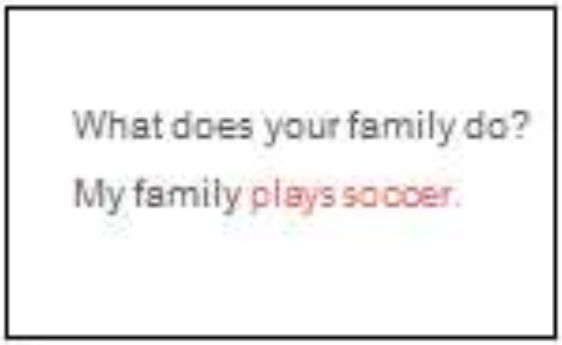
1

3

5

7

6



8

Retrieved from:
https://www.dropbox.com/home/Annexes/Week.3%20Annexes/Pre%20teaching/Modeling

ANNEX 25.1

ANNEX 26.1 CHART

Student name: _____.

Instructions

Students listen to a conversation and mark in the corresponding activity according to what they hear.

ANNEX 26.2 AUDIO

Retrieved from:
https://www.dropbox.com/preview/Annexes/Week.3%20Annexes/Task%20cycle/Pre%20task/Annex%203%20audio.mp3?role=personal

ANNEX 26.3 CONVERSATION

M= Hello David.

F= Hello Mary.

M= I like to play soccer.

F= I like to eat pizza.

M= I like to watch TV.

F= I like to talk every day.

M= I like to sing.

F= I like to cook gallo pinto.

M= Oh! I like to cook gallo pinto too

ANNEX 27

Hello everyone! I want to share with you some activities family enjoys. My family watches TV every day. My family talks every day. My family plays soccer, eats pizza, and likes singing during the weekends. My family cooks gallo pinto on weekdays. We are a happy family.

ANNEX 28

iron

island

ice-cream

ANNEX 28.1

family

friends

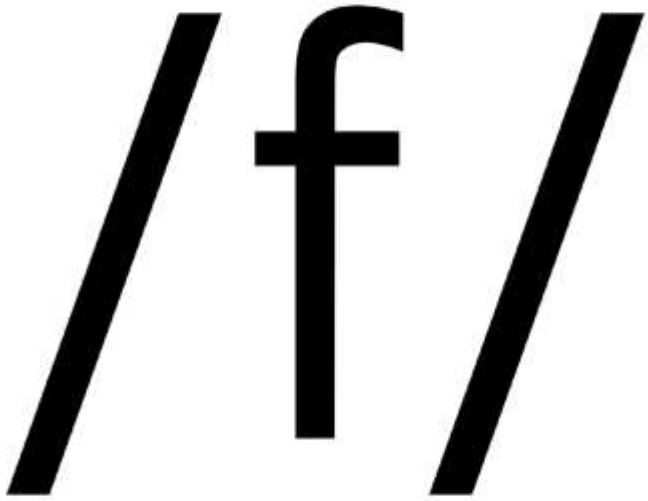
father

ANNEX 29

Kids TV-Nursery Rhymes and Baby Songs. (2014). Phonics Letter-F song. Retrieved from: https://www.youtube.com/watch?v=CaywS_FK4wE

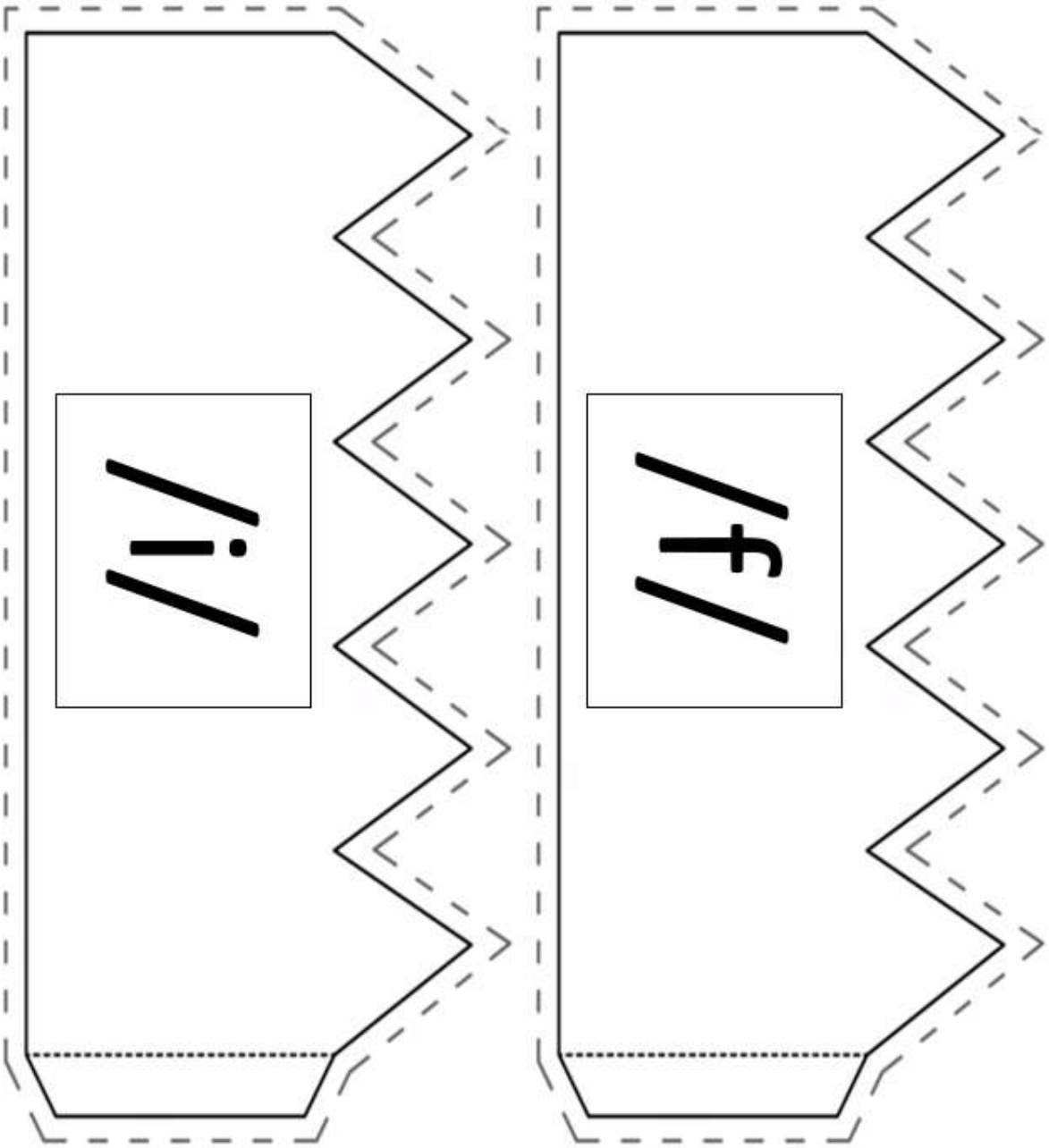
Kids TV-Nursery Rhymes and Baby Songs. (2014). Phonics Letter-I song. Retrieved from: https://www.youtube.com/watch?v=LkNfXeI_4hg

ANNEX 30



/i/

ANNEX 31



Audio retrieved from:

https://www.dropbox.com/preview/Annexes/Week.3%20Annexes/Phonics/Task%20cycle/Task%20completion/Annex%207%20audio.mp3?role=personal

Audio Script
My family went to an island, my father drank coke with ice and my mother ate ice cream.
We were happy!

ANNEX 32

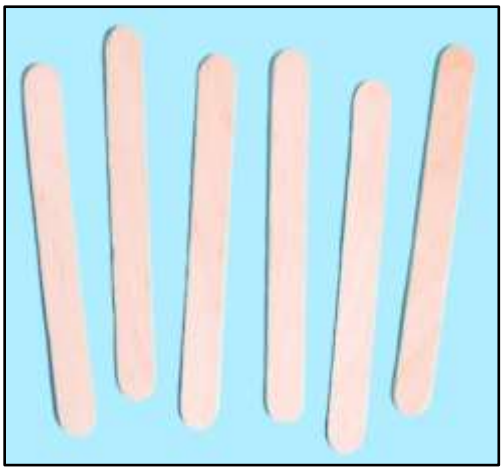
Student name: _____.

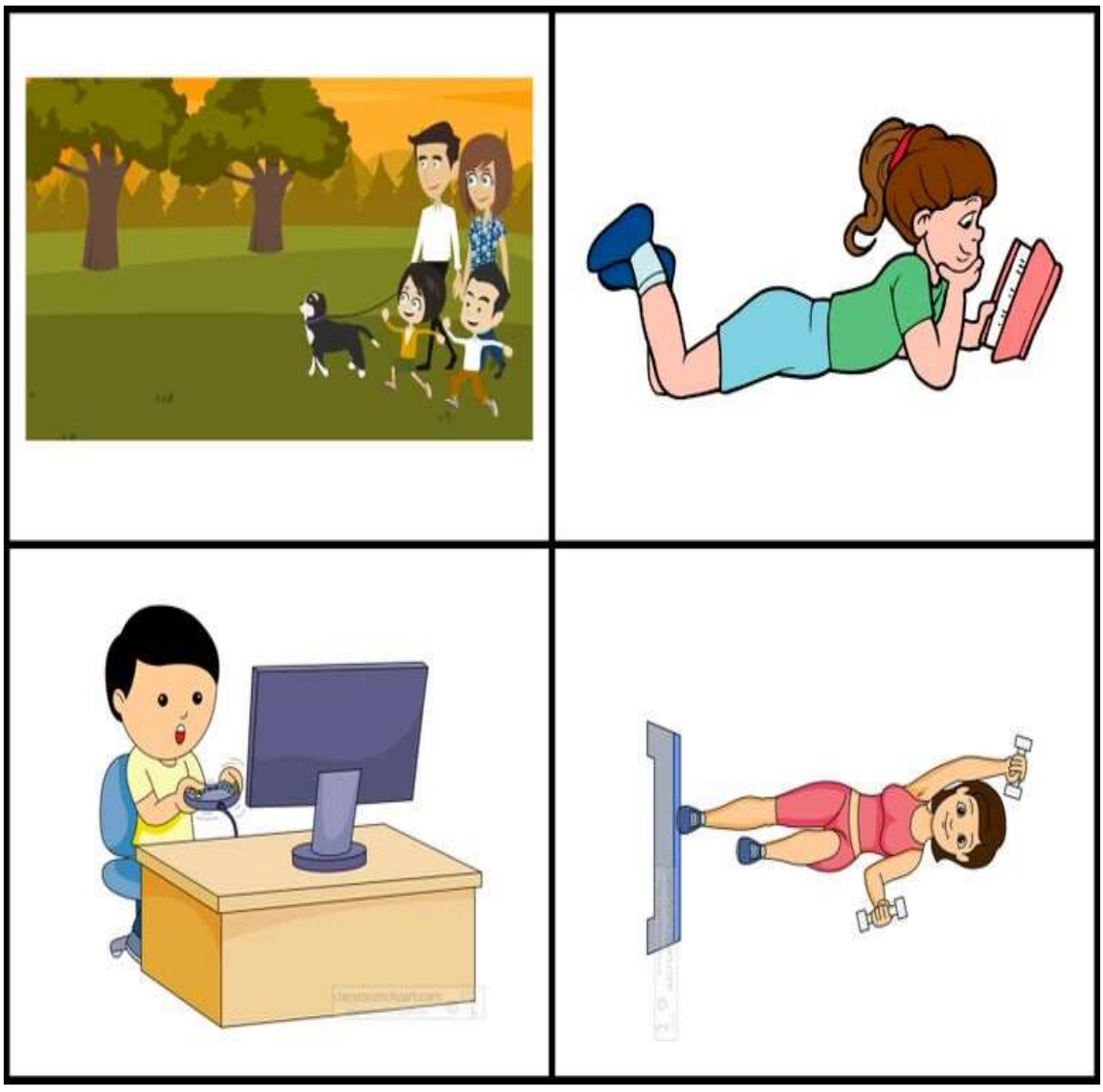
Instructions

Students label each word and circle the beginning letter that corresponds to the image.

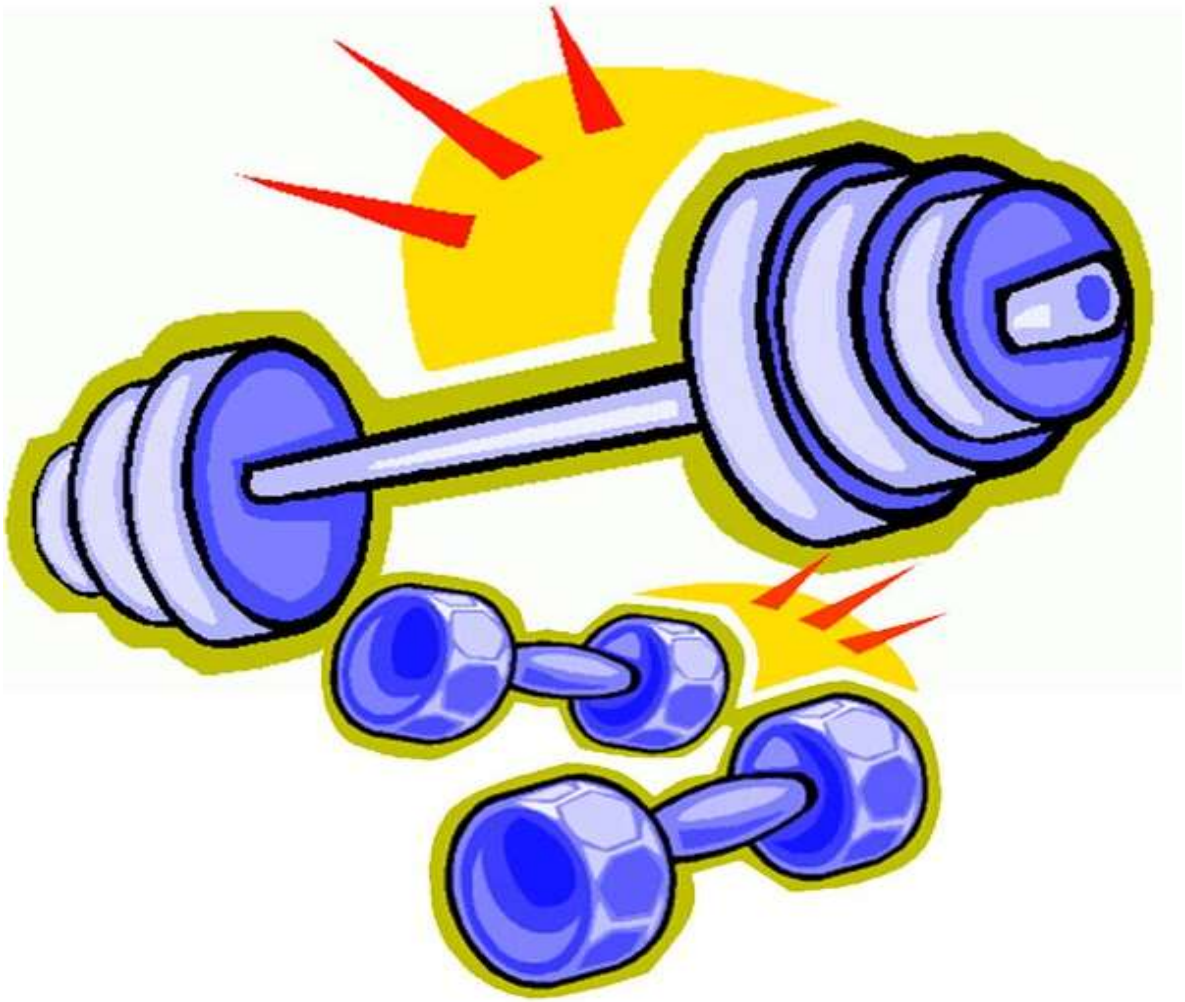
Family Father Island Ice cream

ANNEX 33



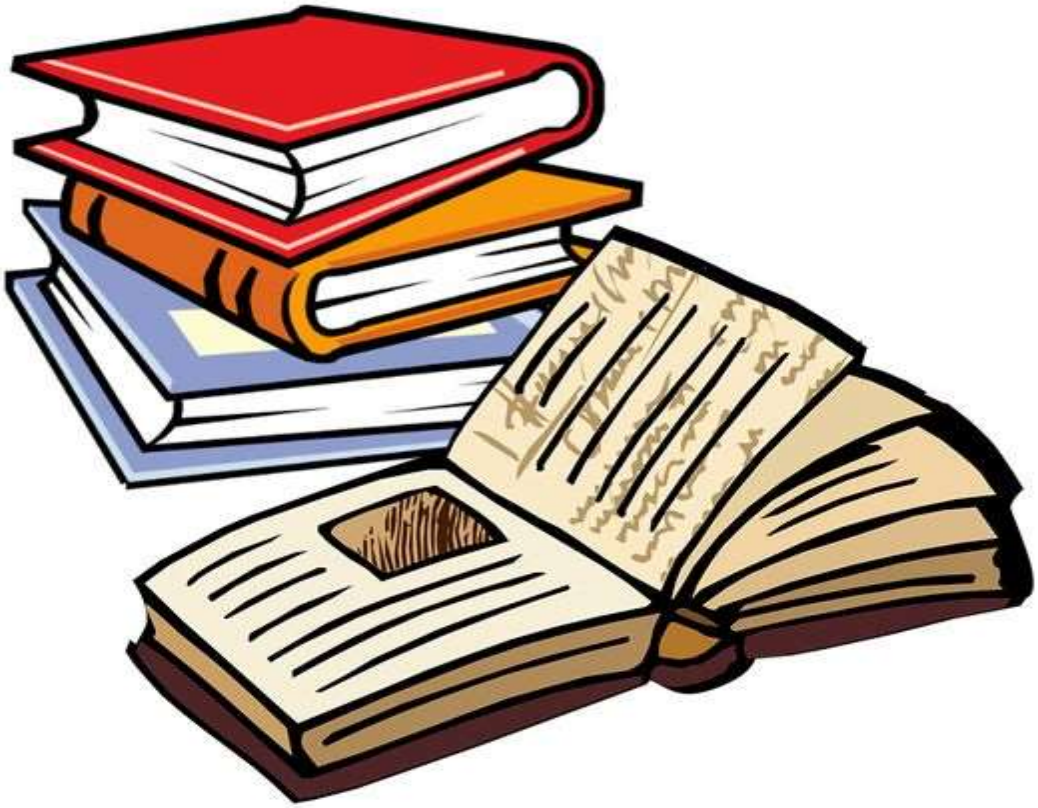


ANNEX 34



exercising

playing with my family

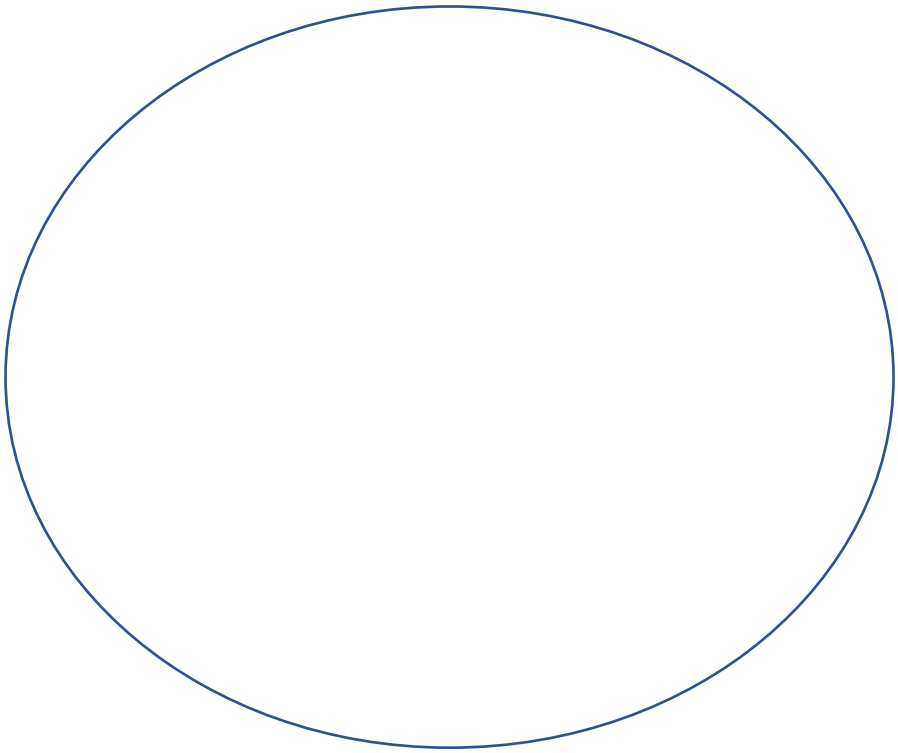


reading books

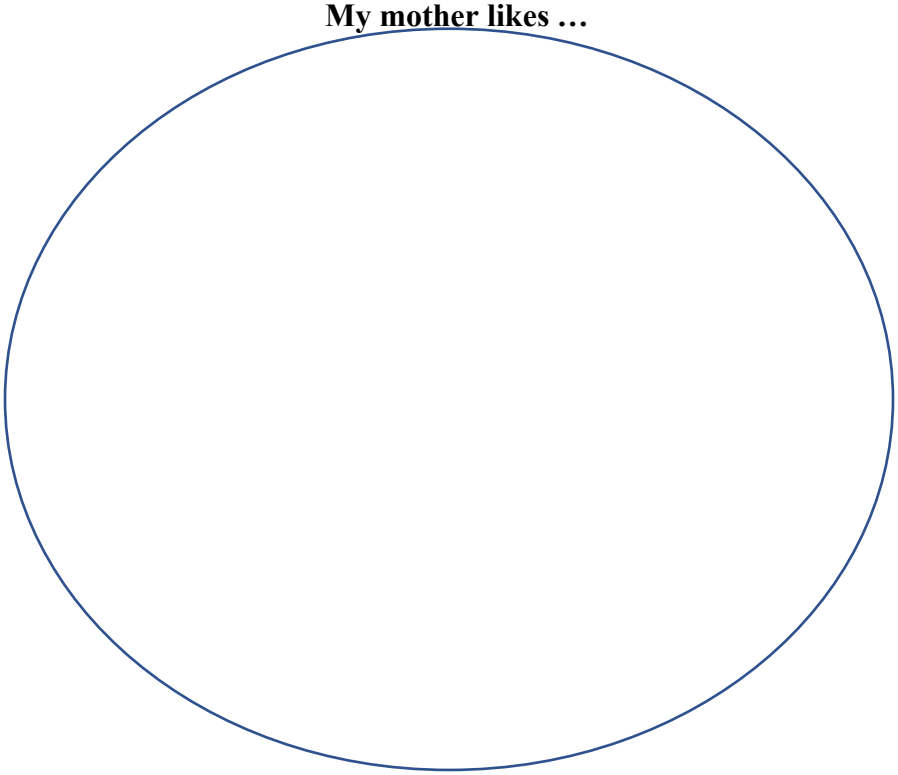
video games

ANNEX 34.1

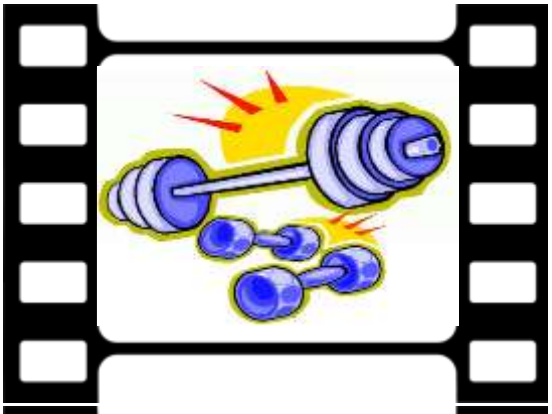
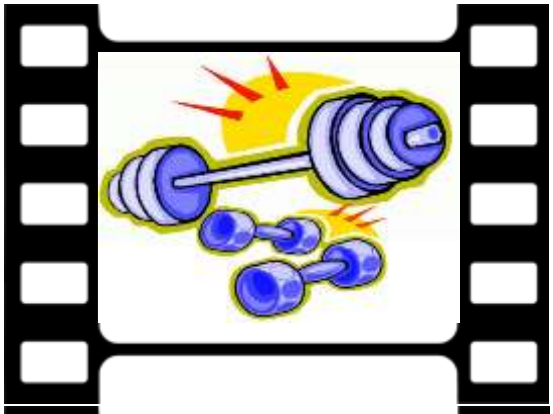
I like…

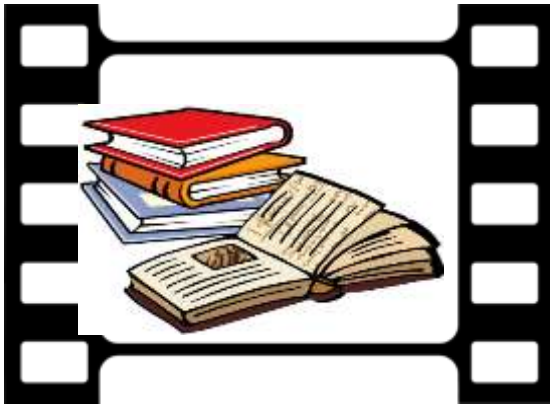


My mother likes …



ANNEX 34.2



ANNEX 35

Audio retrieved from:

https://www.dropbox.com/preview/Annexes/Week.4%20Annexes/Task%20cycle/Pre%20task/Annex%202%20audio.mp3?role=personal

Audio Script:

My brother likes video games.

I like playing with my family and friends.

My mother likes reading books.

My sister likes exercising.

ANNEX 36

one

two

three

four

five

six

seven

eight

nine

ten

David

Mary

ANNEX 37

Hello.

My family has six family members.

My father is called David and my mother is called Mary.

I have two sisters and one brother.

I like playing with my family and friends.

I like playing video games with them.

I like reading a book and exercising.

ANNEX 38

Kids Preschool Baby Nursery Rhymes and Children´s Song. (2014). Phonics Letter- C Song. Retrieved from: https://www.youtube.com/watch?v=bGvDDOSF2tE

Kids Preschool Baby Nursery Rhymes and Children´s Song. (2014). Phonics Letter- U Song. Retrieved from: https://www.youtube.com/watch?v=qmWTMNhtY9Q

ANNEX 39

umbrella

uncle

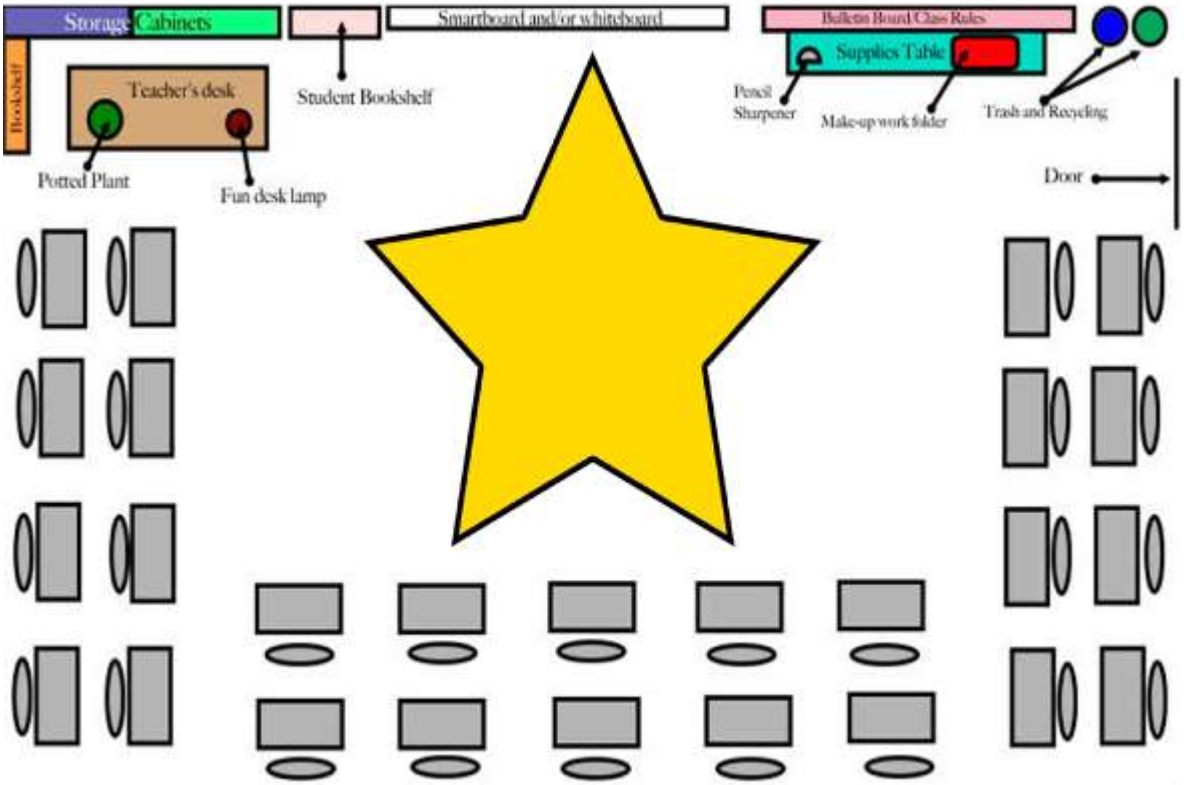
cake

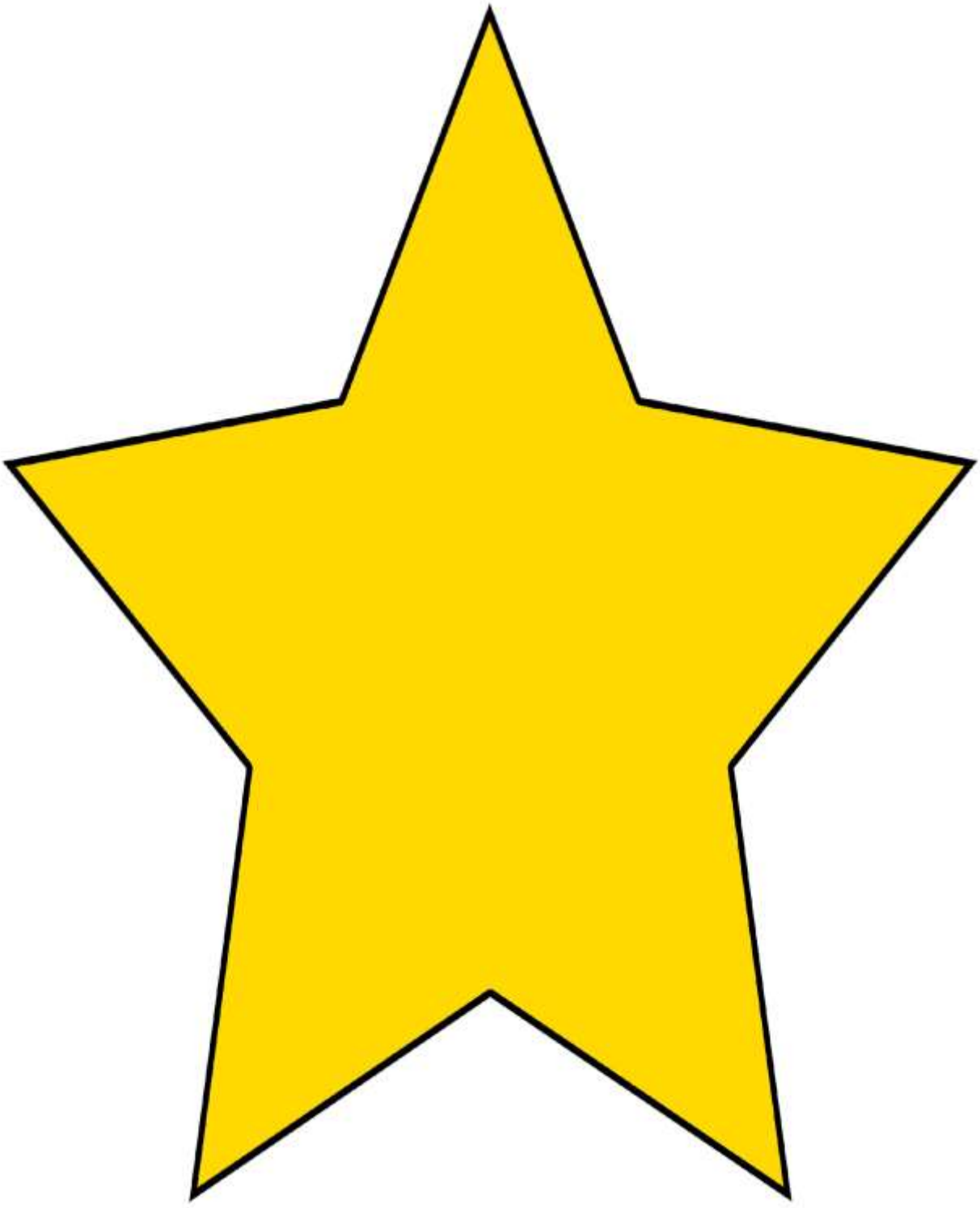
car

/c/

/ʊ/

ANNEX 40


Storage Cabinets
Smartboard and/or whiteboard
Bulletin Board Class Rules
Supplies Table
Bookshelf
Teacher's desk
Student Bookshelf
Pencil Sharpener
Make-up work folder
Trash and Recycling
Potted Plant
Fun desk lamp
Door



ANNEX 41

Student name: _____.

Instructions

Students write the correct letter according to the image above each word.

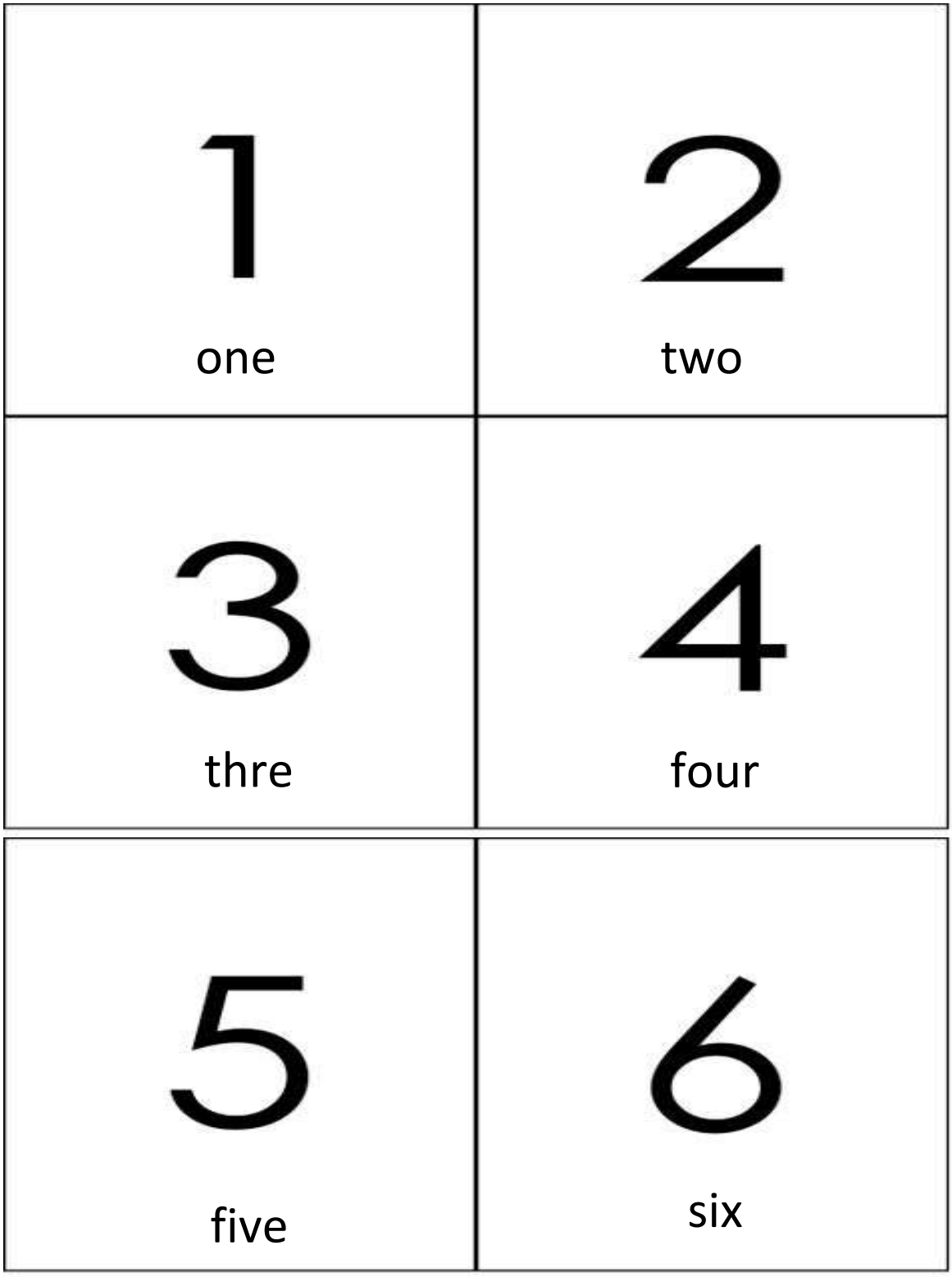
__ncle

__ar

__ake

__mbrella

ANNEX 42



sad

happy

father

brother

sister

mother

ANNEX 43

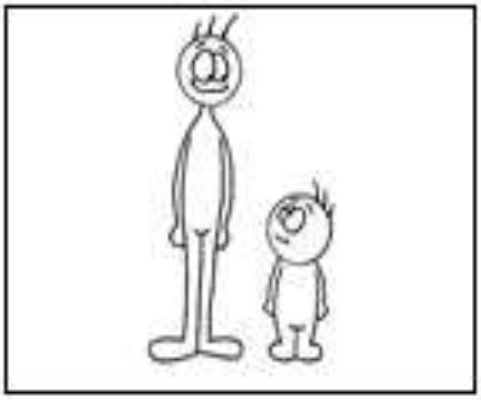
1

4

2

5

3



6

7

10

8

Is your mom tall?

Yes

11

9

Is your mom tall?

No

12

Retrieved from:

https://www.dropbox.com/l/scl/AAAgSSfXkq24oLeXec3RmU5wQxTpaHxGt9U

ANNEX 44

Dialogue

A: Hello Mary!

B: Hello David!

A: Is your family big?

B: No, I have one brother and one sister.

A: Really; my family is big. I have four brothers and three sisters

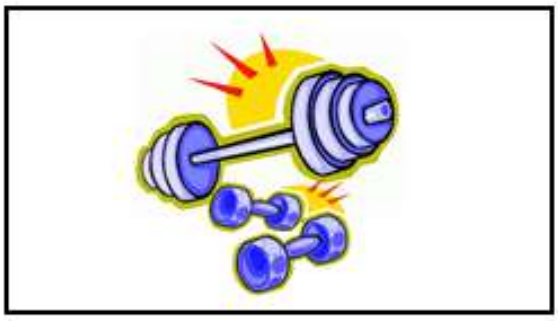
.B: My mother is tall and pretty.

A: My father is short and handsome.

B: Is your family happy?

A: Yes

ANNEX 45



Retrieved from:

https://www.dropbox.com/l/scl/AAAnvporaSXYK0tptOJM98yCRgES_Ahd68I

ANNEX 46

Student name: _____.

Instructions

Students circle the correct image according to what they hear.

1.

2.

3.

4.

Page #1

Student name: _____.

5. Mary David

6. 6 3

7.

8.

Page #2

ANNEX 47

uncle

umbrella

uniform

United States

ANNEX 48

Student name: _____.

Instructions

students listen to the teacher, and circle the image that corresponds to the initial sound they hear.

1.

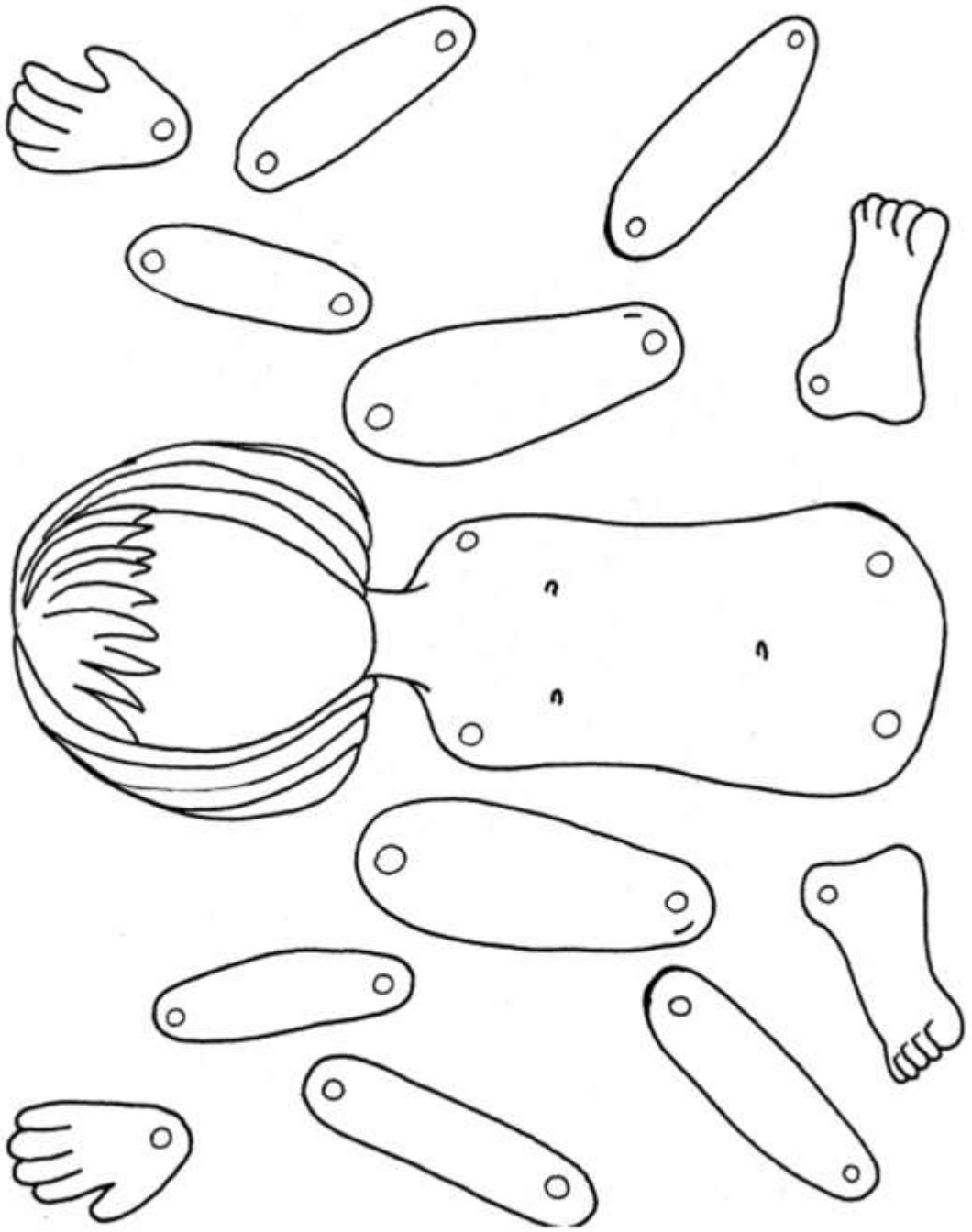
2.

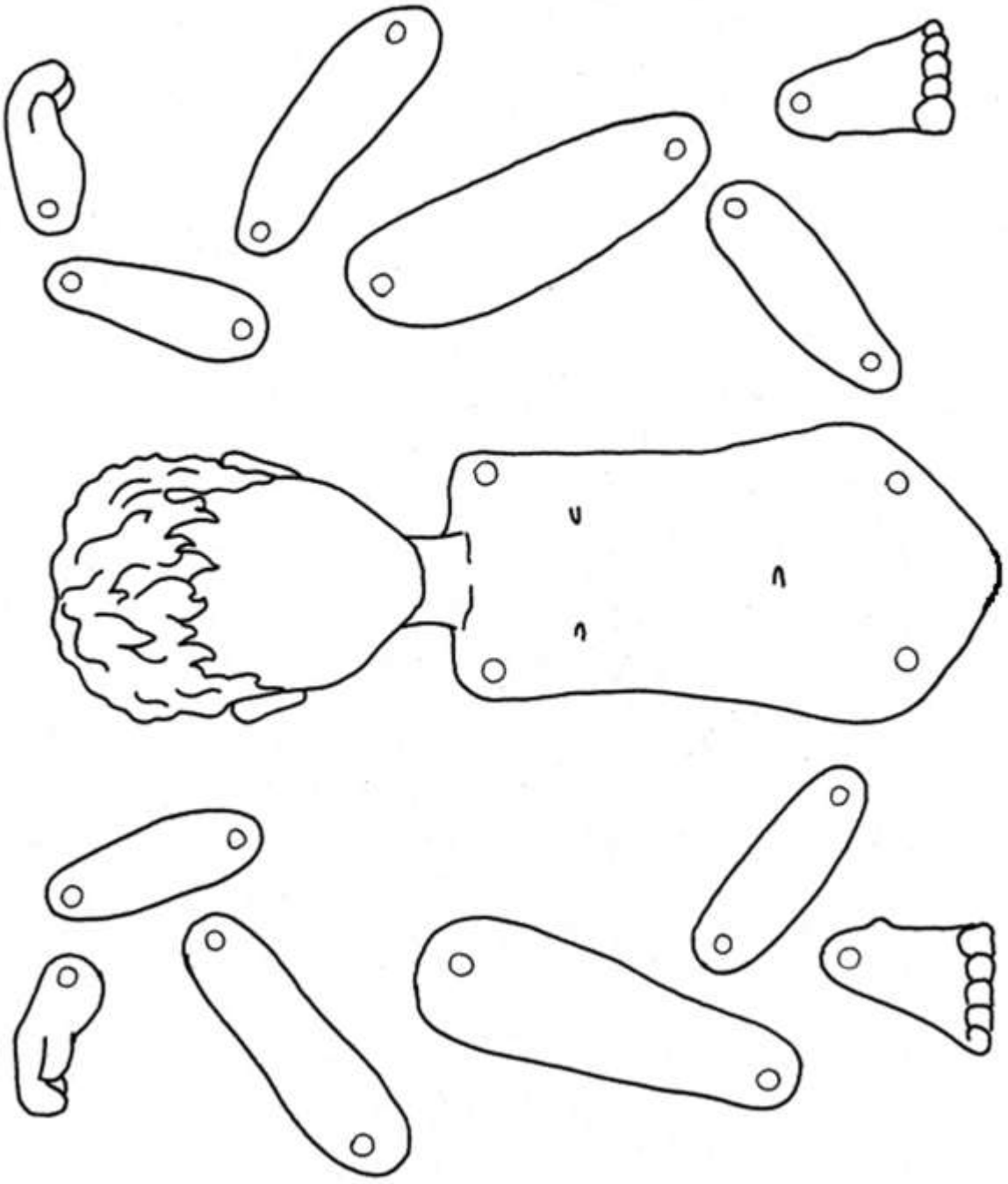
3.

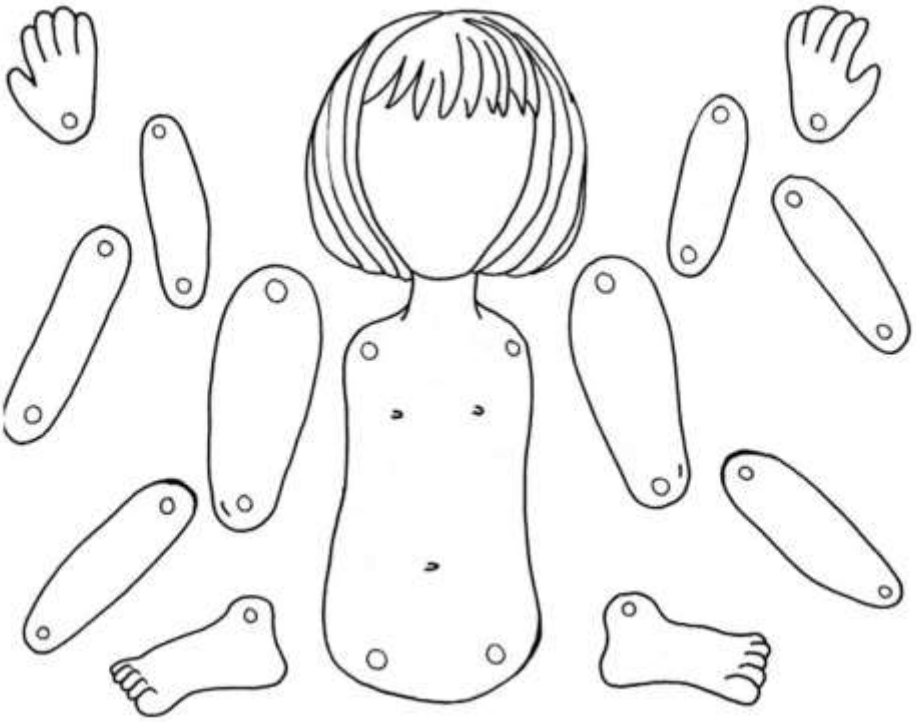
4.

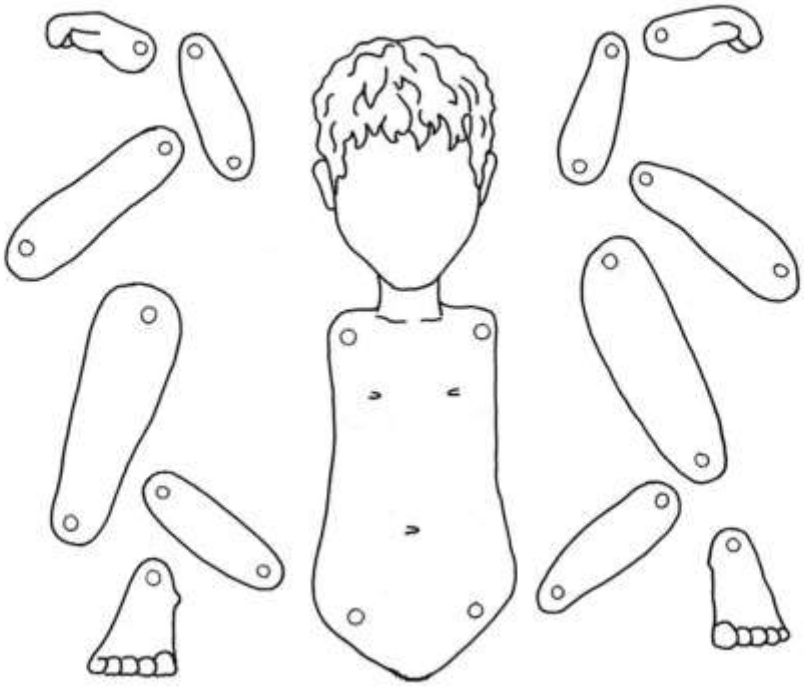
ANNEX 49

Student name:_____









ANNEX 50

Student Performance Record

Name:_____ Date:_____

Indicators	Levels of achievement			Recommendations and observations
(Goals)	**Excellent**	**Good**	**Approaching**	
The student identifies family members.				
The student identifies nuclear family members' physical traits.				
The student names hobbies and activities practiced with the family.				
The student talks about likes.				

ANNEX 51

Student Self-Assessment

Name:_____ Date:_____

Indicators Indicadores	**Thumbs up** I can do it all by myself 	**Thumbs sideways** I can do it with a little help 	**Thumbs down** I can do it, but I still need a lot of help
Yo puedo nombrar a mamá, papá, hermano y hermana, y su parentesco conmigo en inglés. **I can name my family members in English.**			
Yo puedo describir los miembros de mi familia físicamente en inglés con palabras tales como: tall, short, little, handsome, pretty, happy y sad. **I can describe my family members in English by using adjectives like tall, short, little, handsome, pretty, happy and sad.**			
Yo puedo nombrar en inglés pasatiempos y actividades que practico con mi familia con palabras tales como: play, eat, watch, talk, like y cook. **I can name hobbies and family activities in English that I practice with my family by using verbs like play, eat, watch, talk, like and cook.**			
Yo puedo hablar en inglés sobre los que me gusta hacer con mi familia con palabras como: video games, playing with my family and friends, reading a book y exercising. **I can speak in English about what I like to do with my family by using words like video games, playing with my family and friends, reading a book and exercising.**			

AOA

Action-Oriented Approach

Costa Rica