

Learning Indicators 4° Level

Unit 3

Assessment Strategy

L.1. Recognizes the main points in simple, clear, and short audio announcements and messages.

L.2. Recognizes the most important points in a straightforward talk or presentation.

R.1. Recognizes much of what is written in short, simple texts.

R.2. Locates important information in simple text.

Assessment Strategy

L.1. Recognizes the main points in simple, clear, and short audio announcements and messages.

L.1.2. Makes a list of things people have to take to a trip to a farm from conversation/ description/ video heard.

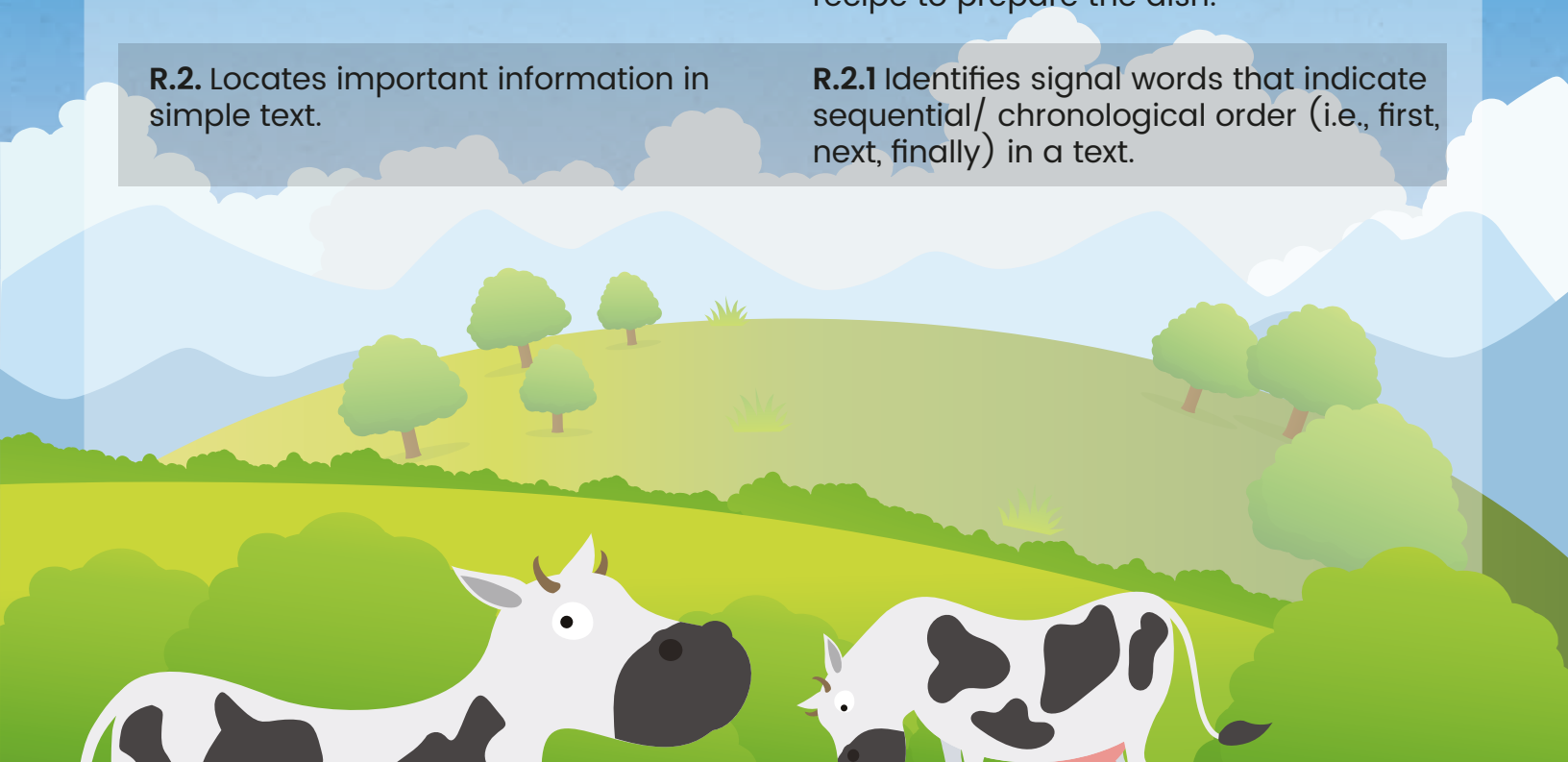
L.2.1 identifies key vocabulary words and phrases about farm activities after first listening to a video or teacher's description.

L.2.2. Recognizes the most important points about farm activities of an audio text after second listening.

R.1.1 Identifies the main ingredients of a recipe from an authentic text.

R.1.2. Sequences the main steps of a recipe to prepare the dish.

R.2.1 Identifies signal words that indicate sequential/ chronological order (i.e., first, next, finally) in a text.



Assessment Strategy

R.P.A.1 Reads words and sentences blending English graphemes and phonemes.

Assessment Strategy

R.P.A.1.1 Identifies contraction forms in short texts as it is read aloud by the teacher.

R.P.A.1.2 Reads aloud with the teacher focusing on contractions (e.g., doesn't, didn't aren't, it's...) and the sounds of the graphemes (A, H, L, J)

R.P.A.1.3 Identifies two syllable words including consonant blends. (pl, st, and tr) in a text read by the teacher by circling them.

R.P.A.1.4 Reads aloud of spelled two-syllable words including consonant blends. (pl, st, and tr).

R.P.A.1.5 Reads aloud minimal pair sounds: s / z.

SI.1 Asks others about what they like to eat or drink.

SI.1.1. Asks questions to others about what they like to eat or drink at the restaurant like: May I have your order, please? What would you like to drink? What would you want to eat?

SI.2 Exchanges information about everyday matters using simple vocabulary (e.g., favorite food, recipe).

SI.2.1 Brainstorms ideas with peers about favorite recipe and food using key vocabulary and sentence frames related with farming/buying food/ cooking food.

SI.2.2 Asks and answer questions with peers about favorite recipe and food using key vocabulary and sentence frames related with farming/buying food/ cooking food.

SI.2.3 Exchanges information about favorite recipe and food using key vocabulary and sentence frames related with farming/buying food/ cooking food.



Assessment Strategy

SP.1. Talks briefly about familiar topics

SP.2. Describes basic aspects of their day-to-day life.

SP.3. Presents with a group, a topic sentence and two to three details.

W.1. Uses simple sentences and expressions to describe things.

W.2. Composes short sentences and notes for describing activities at the farm and food preferences.

Assessment Strategy

SP.1.1 Brainstorms ideas about activities at the farm for preparing a short presentation.

SP.1.2 Organizes the ideas using complete sentences to share it in oral form.

SP.1.3 Talks shortly about activities at a farm.

SP.2.1 Identifies the activities that can be done at the farm into a chronogram.

SP.2.2 Describes basic aspects of personal day-to-day life when visiting the farm.

SP.3.1 Brainstorms ideas with a group related to farm activities and products that include main ideas and two to three details.

SP.3.2 Creates a group presentation related to farm activities and products that includes main ideas and two to three details.

SP.3.3 Talks with a group about farm activities and products to an audience.

W.1.1. Lists expressions and words useful to describe things.

W.1.2. Writes short descriptive sentences about their food preferences using key words and expressions to describe things.

W.2.1. Writes short descriptive sentences about activities at the farm market and food preferences.

