



DIRECCIÓN DE DESARROLLO CURRICULAR
Departamento de Tercer Ciclo y Educación Diversificada



Teacher's Guide for the New English Curriculum
Seventh Grade
2017

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*The sample lesson plans included in this module are a gift to the teachers of Costa Rica from
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Forward letter to the teachers

Dear Teacher,

This module focuses on supporting you as facilitators as you help your colleagues in the process of understanding and implementing the new English syllabus (effective 2017). Thank you for your commitment to the goal of transforming English Classrooms across Costa Rica through Action-Oriented Teaching and Learning.

This document contains a range of resources and key elements to assist you in collaborative environments as you make your way through the four following stages (proposed by Patrick Moran, a respected authority in language teacher education):

- * Knowing about--by understanding the concepts and principles of the curricular English teaching and learning reform.
- * Knowing why--by internalizing the purpose of the English reform as a response to contributing to the formation of the new citizen the country requires.
- * Knowing how--by developing and implementing the action-oriented learning tasks when designing lesson plans, assessment instruments and follow up actions to best serve learners.
- * Knowing oneself--by reflecting upon and reviewing your personal beliefs and teaching practices.

In conjunction with the materials in this module, we are encouraging you to build partnerships with other colleagues. Furthermore, we invite you to develop your knowledge and skills as lifelong learners to improve mediation practices and to build confidence and motivation to teach. To assist you with this ongoing process, we will continue to develop and provide online digital resources and professional development opportunities.



Asesoras de Inglés Departamento de Tercer Ciclo y Educación Diversificada

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Summary of the Syllabus theoretical Framework

Introduction: Why a new English Curriculum?

1. Learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to succeed in the information age as 21st century learners.
2. Pre-school, elementary and secondary school's curriculum required an update in order to have more pertinent target content.
3. Learners who receive English lessons in elementary and high schools are not reaching the expected English proficiency levels after eleven or twelve years of instruction.
4. Citizens need to possess a number of competences to communicate effectively in the global context and to face the challenges of an interconnected world. Purpura (2016) summarized these competences as follows:

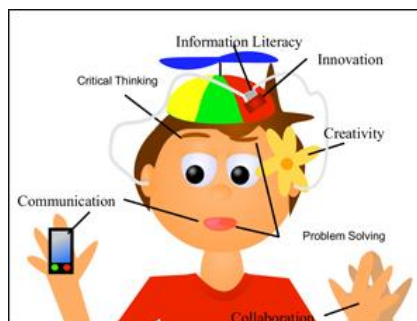
Over the years, the geopolitical and technological forces in the workplace have increased the knowledge, skills, and abilities (KSAs) that people need to perform their jobs. We are now asked to read, listen, and synthesize large amounts of information from several sources via multiple modalities; search for information, judge its accuracy, and evaluate its applicability; and use communication technologies to collaborate in teams whose members represent a diverse global community (National Research Council, 1999, 2001). Importantly, many of us are asked to do this in a second, foreign, or heritage language (L2), requiring competencies for communicating ideas and establishing relationships in culturally respectful ways (p. 190).

In addition, he stated that:

To succeed in this environment, L2 users must demonstrate that they have the skills needed to process information, reason from evidence, make decisions, solve problems, self-regulate, collaborate, and learn – and they need to do this in their L2 (p. 190).

Education for a new citizenship reinforces the need of 21st century learners who integrate proactively in a globalized world while strengthening their national and global identity.

Source: <http://web.tech4learning.com/blog-0/bid/45149/The-21st-century-classroom-where-the-3-R-s-meet-the-4-C-s>



The Learner as a New Citizen

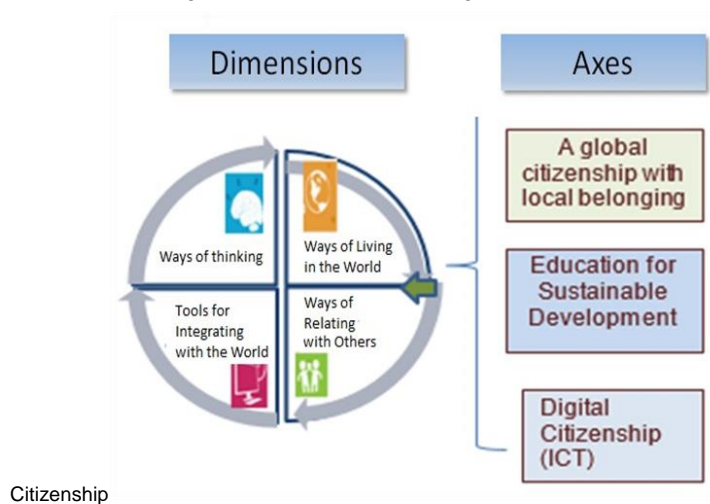
Education for a new citizenship envisions learners as active agents of change able to:

- Use knowledge, skills, and abilities beyond school contexts.
- Express their own points of view.

- Practice peaceful conflict resolution and search for democratic solutions.
- Harmonize social and economic development and environmental sustainability.
- Take action in favor of sustainability of local, national and global resources.
- Be aware of a global world where national borders have become more diffused.
- Use ICTs and access to knowledge networks as tools for communication, innovation, and proactive social service.
- Be compassionate national and global citizens.
- Practice democratic principles such as freedom of expression and religion, respect for plurality and cultural diversity (sexual, linguistic, and ethnic) as stated in the Costa Rican Constitution.
- Defend and protect Human Rights and be against all forms of discrimination.

As the chart below shows, the concept of New Citizenship is sustained by three main pillars:

Figure 2. Dimension for Educating for a New

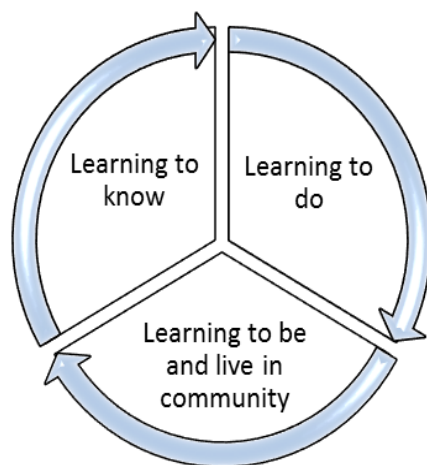


Policy for the 21th Century highlights three philosophical trends:

What are the legal underpinnings and how are they related to language teaching and learning?

	Rationalism	Humanism	Constructivism
Understanding	Development of complex, challenging, creative and critical thinking skills,	Full realization of the human being, as a person with rights and responsibilities.	Construction and reconstruction of understandings and learnings
Implications for teaching	Cooperative learning and pedagogical scaffolding	Sensitiveness and awareness of learning styles and affective variables	Problem solving, inductive and deductive teaching and experiential learning

The policy “*The School as the Core of the Quality of Costa Rican Education*” recognizes three dimensions of learning:



Language Learning Considerations

Considerations	Understanding	Implications for Language Learning
Philosophical	It focuses on the learner as a social agent is active, independent, critical, reflective, creative, innovative, inquisitive, and respectful of human rights.	Learning environments and experiences should promote dialogue and creative responses to solve real-life problems.
Psychological	It seeks the whole development of the person and is associated with the person's affective dispositions.	Pedagogic mediation is flexible, inclusive, and culturally relevant, respecting the individual differences.
Neurological	It is related to the brain's architecture and how maturational processes influence language development.	Underscores the importance of starting the learning of foreign languages early in life.
Socio-cognitive	It is related to the brain's architecture (attention, short-, working- and long-term memory) and how it functions to process information (metacognition) related to learning and communication.	Connects to the complexity and cognitive load of tasks presented to students.
Socio-cultural	It includes the notions of diversity, interdependence, and interconnection among others.	Addresses learning new behaviors, values, and social skills in line with a human rights approach and through democratic participation.

Which pedagogical trends influence the teaching practices?

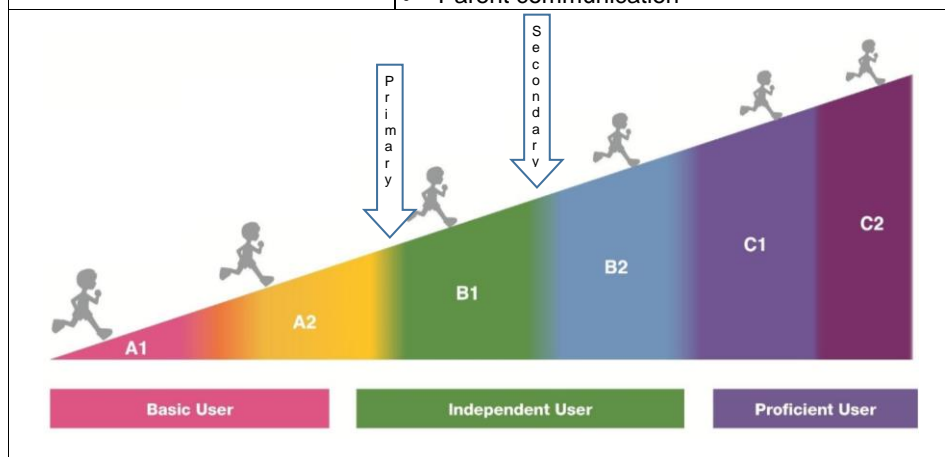
Socio-constructivism	Holism	Critical Pedagogy
<ul style="list-style-type: none"> The learner as a responsible member of a world community 	<ul style="list-style-type: none"> Reality as a set of systems, a network of connections; everything is affected and interdependent. 	<ul style="list-style-type: none"> Learners become producers of knowledge, not just consumers.

The Common European Framework of Reference (CEFR)

CEFR describes proficiency levels based on accumulated evidence gathered over time from learner activities, tasks, or projects.

Implications:

- Standard Terminology
- Track student progress
- Descriptors – teaching, learning and assessment
- Students monitor and take responsibility
- Transferability across settings
- Parent communication








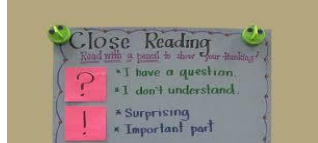
Costa Rican general descriptors according to CEFR English proficiency bands

Basic User	A1	<ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. • Can show limited ability to use simple grammatical structures and conventions such as punctuation, and capitalization. <p>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</p> <ul style="list-style-type: none"> • Can use A1 level, grade level and age appropriate linguistic (e.g. present verb forms), socio-cognitive (e.g., associating strategies) and socio-affective (e.g., cooperating or coping strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (planning) and cognitive strategies (revising); and socio-affective resources consist of strategies such as cooperating and coping. • Can use A1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
	A2	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need. • Can use some simple structures accurately but continues to systematically exhibit basic errors (such as verbs tenses, use of prepositions, articles). <p>EXTENSION OF THE CEFR STANDARDS- INTEGRATION OF LANGUAGE ABILITIES</p>

Basic User	A2	<ul style="list-style-type: none"> • Can use A2 level, grade level and age appropriate linguistic (e.g. past verb forms), socio-cognitive (e.g., grouping strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (monitoring) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping. • Can use A2 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
Independent User	B1	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure like a radio or TV program when the delivery is relatively slow and clear. • Can understand texts that consist mainly of high frequency everyday or job-related language. • Can understand the description of events, feelings, and wishes in personal letters. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can enter unprepared into conversation on topics that are familiar, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel and current events). • Can produce simple connected text on topics, which are familiar, or of personal interest. • Can narrate a story from a book or film and describe personal reaction. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. • Can express self reasonably accurately in familiar, predictable situations and know enough vocabulary to talk about my family, hobbies and interests, work, travel, and news and current events.
Independent User	B1	<p>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</p> <ul style="list-style-type: none"> • Can use B1 level, grade level and age appropriate linguistic (e.g., complex verb forms), socio-cognitive (e.g., deduction/induction, inference strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated

		<p>sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (evaluating) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping.</p> <ul style="list-style-type: none"> • Can use B1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project. • Can give, receive, and respond to feedback at critical stages of the creative process. • Can use level and age appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario. • Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).
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The Action-Oriented Approach

Learner 	<ul style="list-style-type: none"> • An agent/performer with intercultural awareness skills. • Autonomous, works cooperatively, interacts with others, investigates and solves problems using the tools at his/her disposal (general and specific competences). • Develops metacognitive, reflective and critical thinking strategies for successful completion of the task.
Teacher 	<ul style="list-style-type: none"> • Facilitator, coach, resource person, guide, advisor, and observer. • Helps the learner become autonomous and be successful in the completion of the task. • Provides effective feedback in the process of learning. • Shows expert role, but shares this responsibility with the learner.
Learning Resources 	<ul style="list-style-type: none"> • Oral or written authentic texts: business cards, bus tickets, newspaper articles, book excerpts, wikis, bus schedules, city maps, bulletin boards, voice messages, and announcements. • Appropriate to the learner's needs and competence level. • Intercultural perspective
Aims of communicative activities/tasks 	<ul style="list-style-type: none"> • Communicative activities become actions that the learner/social agent performs in order to build up general competences and communicative language competences. • The goal is successful action and accomplishment of tasks in a particular scenario and domain aligned to the learner's life experience and personality.
Learning Environment 	<ul style="list-style-type: none"> • Real-world contexts (personal, public, educational and vocational domain) collaborative, stimulating, mediated by ICTs.
Assessment 	<ul style="list-style-type: none"> • Assessment is based on what the social agent is able to do in real-life situations or scenarios and the process he/she requires to develop the competences. Authentic assessment is favored. • The acquisition and refinement of general and communicative competences is a continuous process, both at school and in the world beyond the school.

Basic Principles of the Action-Oriented Approach

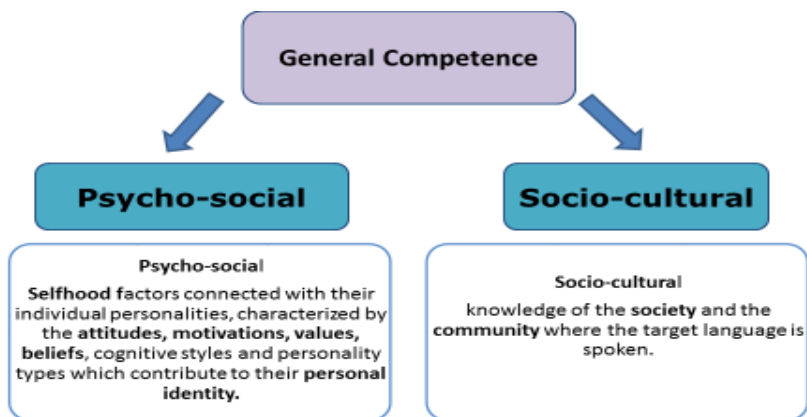
1. The students are social agents that use the target language to perform specific actions in real life contexts meaningfully.
2. Language performances, in oral or written form, respond to language functions and are carried out in specific scenarios.
3. Enabling and communicative activities are task-based and real-life.
4. Learners use authentic materials as comprehensible input, as much as possible.
5. The ICT become an important tool to create meaningful learning experiences.
6. A great degree of autonomy is placed on the learner; therefore, the teacher works in the development of learners' meta-cognitive, meta-affective, and meta-social strategies.
7. Intercultural awareness plays an important role for getting meaning across and facilitating communication among cultures.
8. Vocabulary, syntax, cohesive forms, and phonology are taught with the purpose of facilitating communication

General competences

Consist of knowledge, skills, and abilities to learn and existential competence that are not language-specific but learners use them when performing all kinds of actions including language activities.

Competence

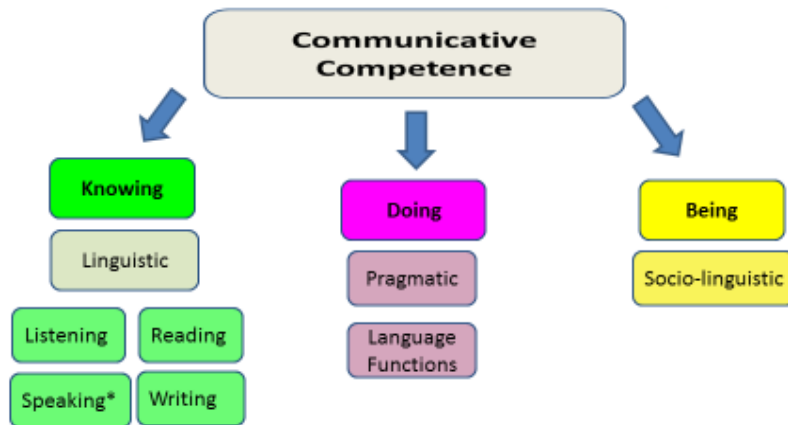
The CEFR defines competences as "the sum of knowledge, skills and characteristics that allow a person to perform actions in society."



Communicative competence

The communicative language competences involve knowledge, skills, and know-how for each of the following three components:

- **Linguistic Component:** Deals with the knowledge of phonology, morphology, lexicon and syntax.
- **Sociolinguistic Component:** Refers to the socio-cultural conditions of language use such as social group repertoires or politeness rules.
- **Pragmatic Component:** Covers, among others, speaker's and receptor's attitudes and beliefs, their understanding of the context of an utterance and the functional use of language; for example the use in specific scenarios of how to act in a given social event or how to participate in a job interview.



Communication

The CEFR defines communication as a social act, where learners are social agents, developing a range of general and specific communicative language competences, moving from learning about the language to learning to communicate in the language in active, spontaneous, and authentic language interaction.

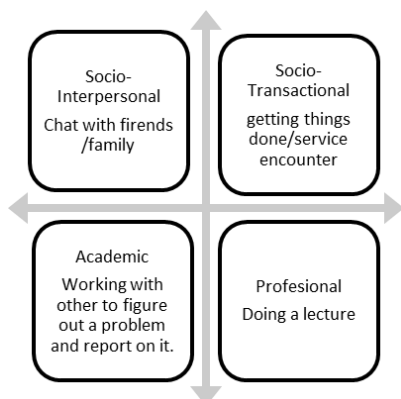
Tasks

Defined as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfill, or an objective to be achieved. This product may be a brochure for tourists, a blog entry, or a fund raising project for a humanitarian cause.

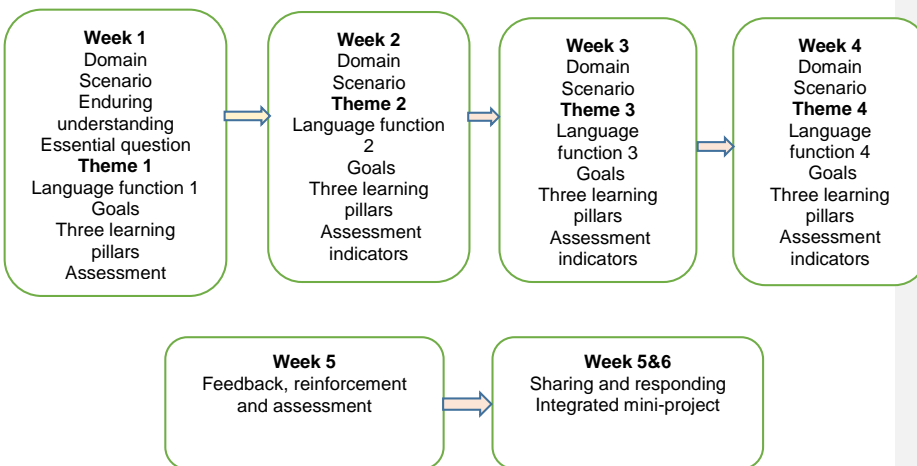
Task accomplishment by an individual involves the strategic activation of specific linguistic competences (linguistic, pragmatic and socio-linguistic) along with a range of socio-cognitive competences in order to carry out a set of purposeful actions in a particular domain (interpersonal, transactional, academic and professional) with a clearly defined goal and a specific outcome.

How are lessons planned?

Lesson planning will be developed based on scenarios that focus on one or more of four different domains.



A unit is six weeks. Lesson plans are created weekly based on themes. Here is an example of how it can be done.



Didactic Planning for Secondary

Term: __	Level: __ th	Unit: __	Week: __
Domain:		Scenario:	Theme:
Enduring Understanding:		Essential Question:	
Learn to Know		Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame Vocabulary Phonology		Function Discourse Markers	Psycho-social Sociocultural
Assessment & Evidences of Learning	Learner can	Didactic Sequence	Time
Learner... Assessment indicator, instruments and evidence of learning			
Options		Integrated Mini-Project	Time
		Participating Thinking Acting out Responding and sharing	
Reflective Teaching			
What worked well	What didn't work well	How to improve	

Template Elements	
Level	Grade level of the unit
Unit	1 of 6 in a year, includes Scenario, 4 themes, Enduring Understanding, Essential Question, Goals, pillars of learning, mediation strategies, assessment, and Integrated Mini Project
Domain	Refers to the broad sectors of social life in which social agents (learners) operate
Scenario	A real-life context referenced for an entire unit
Themes	The focus of attention for each week that refers back to the real life scenario (Context rather than content.)
Enduring Understanding	Big ideas to guide the teacher that give importance and meaning to a set of curriculum expectations and have a lasting value for learners, beyond the classroom. (1 per unit)
Essential Question	A question which fosters understanding and critical thinking in learners (Can be adapted to theme.)
Linguistic Competencies	Oral and Written Comprehension (listening and reading); Oral and Written Production (spoken interaction, spoken production, writing)
Goals	Can-do performance descriptors
Oral and Written Comprehension	What a learner can understand or can do when listening and/or reading
Oral and Written Production	What a learner can speak and write
Learn to Know	Learning pillar that includes Grammar and sentence frames, Vocabulary, and Phonetic Awareness/Phonology
Grammar & Sentence Frame	The grammatical components that will be covered in the unit
Phonemic Awareness/ Phonology	The part of the lesson that addresses the Learner's ability to hear, identify, and manipulate sounds
Vocabulary	Words learners need to know to communicate effectively within a domain, scenario, and theme
Learn to Do	Learning pillar that includes Functions and Discourse Markers
Function	The use of spoken discourse and/or written texts in communication for a particular purpose (e.g. asking and giving information, describing)
Discourse Markers	Linking words or phrases that connect one piece of discourse with another one (e.g., <i>and</i> , <i>because</i>)
Learn to Be and Live in Community	Learning pillar that includes Psycho-social, Sociocultural, Social Language, Idioms, and Quotes

Template Elements	
Psycho-social	Attitudes, motivations, values, beliefs, cognitive styles, and personality factors
Sociocultural	Politeness conventions, expressions of folk wisdoms, register differences, dialects and accents
Suggested Mediation Strategies	Organized, purposeful and scaffolded learning experiences
Assessment Strategies	Required evidence of student's learning
Integrated Mini Project	A more complex task which includes a four-phase process (participating, thinking, acting out, responding and sharing) that integrates skills and unit's goals and leads to a final product.

Third Cycle and Diversified Education

English teaching places priority on the fine-tuning of learners communicative competence involving oral comprehension and oral and written communication so that they become independent users of English and can reach level B1 or A2+ based on the descriptors of the CEFR.

- Teachers can select three or four goals per week from the units. They can combine oral or written comprehension with oral and written production, depending on the pedagogical purpose of the lesson.
- Teachers start each theme of a unit's scenario and lesson with a warm-up activity. Then, they share with the learners the essential question and the learning goals/expected outcome for that day or week.
- The enduring understanding is shared by the teacher at the beginning of each unit to connect students with the core ideas that have lasting value beyond the classroom.
- Lessons follow a task-based approach combined with the action-oriented approach.
- Grammar is developed by combining both inductive and deductive instruction within a meaningful context.
- The teacher follows a set of integrated sequence procedures as presented below to develop the different linguistic competences:

Mediation Sequence

Comprehension		Production	
Oral	Written	Oral	Written
<ul style="list-style-type: none"> • <i>Planning</i> <ul style="list-style-type: none"> ✓ pre-listening ✓ motivating ✓ contextualizing ✓ explaining task goal • <i>Listening for the first time</i> (general understanding); • <i>Pair/group feedback</i> • <i>Listening for the second time</i> (more detailed understanding) • <i>Self/co assessment.</i> 	<ul style="list-style-type: none"> • <i>Planning</i> <ul style="list-style-type: none"> ✓ pre-reading ✓ explaining task goal ✓ use typographical clues ✓ list difficulties/strategies to cope them • <i>Reading for the first time</i> • <i>Pair/group feedback</i> • <i>Reading for the second time, post-reading</i> (for reacting to the content or focusing on features /language forms) • <i>Self /co assessment).</i> 	<ul style="list-style-type: none"> • <i>Spoken interaction</i> <ul style="list-style-type: none"> ✓ Planning ✓ Organizing ✓ Rehearsing ✓ interacting • <i>Spoken production</i> <ul style="list-style-type: none"> ✓ Planning ✓ Organizing ✓ Rehearsing ✓ producing 	<ul style="list-style-type: none"> • <i>Pre-writing</i> • <i>Drafting</i> • <i>Revising</i> • <i>Editing</i> • <i>Publishing.</i>

- Teacher makes sure that all learners understand task instructions.
- Teachers should ensure learners know how to use strategies through teacher scaffolding and modeling, peer collaboration and individual practice.
- Learners have at their disposition useful words, phrases and idioms that they need to perform the task. It could be an audio recording with the instructions and the pronunciation of the words and phrases needed.
- The task could involve the integration of listening and speaking or reading and writing and is given to students individually, in pairs, or teams.
- The learners complete the task together using all resources they have. They rehearse their presentation, revise their written report, present their spoken reports or publish their written reports.
- Teacher monitors the learners' performance and encourages them when necessary.
- The learners consciously assess their language performances (using rubrics, checklists and other technically designed instruments that are provided and explained to them in advance). Teachers assess performance, provide feedback in the form of assistance, bring back useful words and phrases to learners' attention, and provide additional pedagogical resources to learners who need more practice.

- At the end of each unit, the learners develop and present Integrated Mini-Projects to demonstrate mastery of the unit goals.
- The enduring understanding and essential question are central to articulate the three learnings: learn to know, learn to do and learn to be and live in community. The Integrated Mini-Project is an opportunity for students to integrate these three learnings in a single task.
- Teach and plan English lessons in English to engage learners socially and cognitively.

Classroom Setting in the Action Oriented Approach

When implementing the action oriented lessons in your English class; remember to:

- a) Consider learners interests and needs.
- b) Offer opportunities to work in pairs, in small groups, and as a whole class.
- c) Create a context for learning and reflecting.
- d) Provide multiple opportunities to develop communicative competence.
- e) Use different classroom layouts: the horseshoe, chairs in a circle, traditional rows and nested tables in groups.

How is learning assessed?

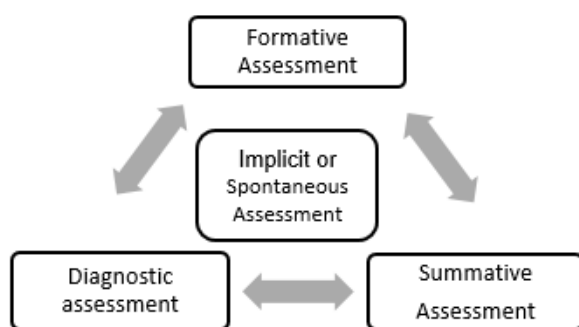
Assessment is a purposeful, continuous, contextualized, authentic, reflective, investigative, systematic and multi-phase process, which responds to these four fundamental questions: Why assessing learning? What to assess? How to assess it? Which are the pedagogical implications?

The purpose of assessment is to serve each learner's learning and growth. To prevent student's failure and allow timely intervention, assessment allows teachers to detect learning gaps, so that learners can receive the support needed to be successful. The "what" of assessment involves having clarity about the knowledge, skills, abilities, and attitudes (learn to know, learn to do, learn to be and live in community) that learners have to develop as established in the curriculum goals or "can do performance descriptors". This implies that assessment will mainly be performance-based. Learners are required to demonstrate through integrated-skills tasks within a domain, scenario and theme, specified knowledge, skills and abilities using the target language. Assessment can also be a discrete point, which means the use of selected response tasks to isolate and measure discrete units of grammatical knowledge, which encompasses grammatical, semantic and pragmatic knowledge -- form, meaning and use (Purpura, 2014, p 9). Assessment will also be authentic which means that the assessment task will simulate real-life situations within domains and scenarios beyond the classroom setting, and the socio-cognitive, socio-affective, socio-cultural and linguistic demands upon the learner will be similar

to the one of a speaker in a target language setting.

Classroom assessment mirrors the learning goals, content of instruction and instructional practices, therefore, curriculum, teaching, and assessment must be coherent for learning goals to be achieved and learners' communicative competence to be developed.

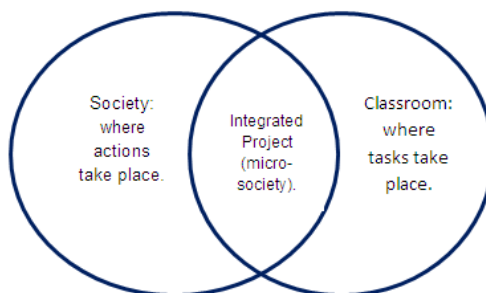
Task design, task performance, and assessment become a fundamental unit of instructed learning; tools such as analytic and/or holistic scales, rubrics, progress indicators and checklists play an important role for obtaining valid and reliable qualitative and quantitative data about students' learning and performance.



Integrated Mini- Project

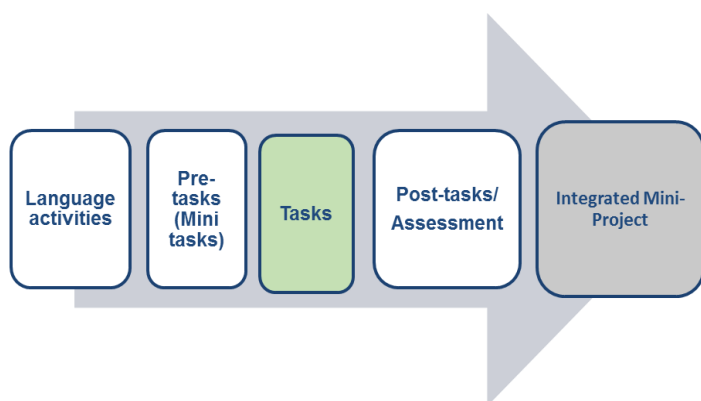
A more complex "learn to do" classroom task for each unit.

- ✓ Learners (as social agents) integrate knowledge, skills and abilities (KSA), within the domain, scenario, themes, the enduring understanding and essential questions of the unit.
- ✓ Proactive (not reactive)
- ✓ Interconnected with classroom activities
- ✓ Formative, skill-integrated performance
- ✓ Collective actions (social dimension)
- ✓ Promotes the democratic citizenship. (CEFR p.12)



- ✓ Integrates skills and unit's goals and leads to a final product.

AOA Task Oriented to a Product
Keep the end in mind!



Phases for the Integrated Mini-Project

1. Participating/Negotiating (Week 1 or 2)

Brainstorming, discussing, negotiating, making decisions to conform the different groups according to their interest.

2. Thinking/planning (Week 3 or 4)

Planning, negotiating and finding information collaboratively about the language content and strategies, resources and organizing the work to distribute assignments among the group members.

3. Acting out/Completing MP (*oral/written*) (Week 5)

Completing the product, rehearsing, practicing the mini-project presentation.

4. Responding and Sharing (Week 6)

Groups creatively deliver the mini-project, answer questions from the audience and in pairs or groups self or co-assess it.

7th - Unit 3 – Example

Promoting local tourism

Integrated Mini-Project: Tourist Brochure to support local tourism

Task description:

You want to show the most important tourist attractions to support local tourism. Design a brochure to promote local touristic attractions. Keep in mind the following questions to guide your product: Is this an authentic communication action? Is it useful for everyday life?

Phase 1: Participating to negotiate: (5 or 10 minutes in week 1 or 2)
Choose your mini project and get in groups of 3-4 participants and negotiate in order to plan next phase.

Phase 2: Thinking for planning: (5 or 10 minutes in week 2 or 3)
Plan your brochure. Think what to do (the information you need to find, the time and organization of the the work (what to write and distribute what each member is going to do).

Phase 3: Acting out to complete the MP –oral & written- (week 5)
In your group, complete the brochure in class, rehearse and organize the presentation.

Phase 4: Responding and sharing (week 6)
Present creatively the brochure to the class, respond questions from the audience and using the instruments self or co assess it.



Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Introducing Scenario	Some tasks can relate to Integrated Mini-Project	Some tasks can relate to Integrated Mini-Project	Some tasks can relate to Integrated Mini-Project	Completion of Integrated Mini-Project	Presentation of MP
<i>Participating/negotiating</i>	<i>Participating/negotiating</i>	<i>Thinking/ planning</i>	<i>Thinking/ planning</i>	<i>Acting out /completing MP</i>	<i>Responding and sharing</i>
Selecting Integrated Mini-Project (5-10 min)	Planning Integrated Mini-Project (5-10 min)	Planning Integrated Mini-Project (5-10 min)	Planning Integrated Mini-Project (5-10 min)	Completion of Integrated Mini-Project	<i>Presenting the IMP</i>

What is the teacher's profile to implement this new curriculum?

Teacher's Profile

Types of knowledge Orientations to	Learn to know What the teacher needs to know Teacher ...	Learn to do What the teacher needs to do Teacher ...	Learn to be and live in community How the teacher needs to be Teacher ...
A Global Citizenship with Local Belonging	<ul style="list-style-type: none"> is certified with B2/C1 English language proficiency is knowledgeable about Costa Rican educational policies, curriculum and assessment frameworks and guidelines. is well informed about local and global issues. is knowledgeable about updated English language theories and methodologies. develops action research practices to improve teaching practices. 	<ul style="list-style-type: none"> supports self and co-learning communities and collaborative environments among colleagues and learners. favours meaningful and reflective learning. promotes ownership of cultural belonging and intercultural representations. implements cognitive, affective and metacognitive strategies in the teaching and learning processes considering learner's styles preferences. implements diverse and relevant methodologies and ICT as tools to empower learning and action research. designs effective lesson planning based on integrated communicative tasks and context to develop knowledge, skills and attitudes for communication using English. 	<ul style="list-style-type: none"> is aware and sensitive about local and global issues and learners' affective and socio-cultural needs. promotes learner's high expectations with inclusive and positive classroom environments. supports critical and creative thinking processes beyond the class. promotes qualities for developing the new citizenship principles. promotes learner's family participation in the learning process. reflects on ethical teaching practices and assessment to respond to learners needs.
Education for Sustainable Development	<ul style="list-style-type: none"> knows about the implications of human actions over the environment. 	<ul style="list-style-type: none"> participates, together with staff, in school community projects related to education for sustainable development and others. practices eco-friendly actions. promotes collective and individual environmental care practices. 	<ul style="list-style-type: none"> is aware of human action over the planet and the role of education as preventive element to mitigate effects.
New Digital Citizenship	<ul style="list-style-type: none"> is knowledgeable about basic ICT to favor the implementation of didactic units. 	<ul style="list-style-type: none"> applies new ICT in the teaching and learning process. supports innovation and creativity. develops a constructive mediation based on dialogue, collaborative environments, interdisciplinary connections and the use of ICT. 	<ul style="list-style-type: none"> is aware of the benefits of ICT as supportive tools. promotes learner's autonomy, ethical and social responsible use of ICT.

What is expected from learners at the end of the process?

Learner's Exit Profile

New Citizenship Learner Exit Profile for Third Cycle			
Types of knowledge	Learn to know	Learn to do	Learn to be and live in community
	What the learner needs to know	What the learner needs to do	How the learner needs to be
Orientations to	Learner ...	Learner...	Learner...
A Global Citizenship with Local Belonging.	<ul style="list-style-type: none"> extracts explicit information from simple texts. uses data for applying information in different situations. creates connections between different information, themes and scenario. uses prior information for comprehending graphs, question and data. discriminates relevant information for decision-making and reasoning. 	<ul style="list-style-type: none"> performs different roles when working in groups. applies knowledge and procedures in context. checks his /her learning strategies. plans data resources and strategies for tasks. uses group feedback to check understanding. participates with autonomy and collaborative actions for reaching goals. learns from mistakes and complex group situations for reaching agreements. 	<ul style="list-style-type: none"> recognizes his/her own rights and responsibilities and the ones of others. participates in peaceful conflict solving. expresses in words and actions values of justice, equity and human relations. questions and adjust values, attitudes and beliefs among people and living creatures. expresses self-belonging, civic awareness and healthy lifestyles towards a democratic coexistence. accepts feedback from others. recognizes strengths and limitations of ideas and procedures.
Education for Sustainable Development	<ul style="list-style-type: none"> knows different ways of facing environmental risks affecting life. proposes alternative solutions to problems. 	<ul style="list-style-type: none"> participates in improvement of local, regional and global life conditions. makes decisions for improving well-being. 	<ul style="list-style-type: none"> differentiates believes, attitudes, actions over sustainable development. values the implication of efforts over the achievement of goals.
New Digital Citizenship	<ul style="list-style-type: none"> knows main characteristics of digital means for accessing information. organizes diverse and basic information. 	<ul style="list-style-type: none"> produces and enriches tasks e.g., words and phrases to communicate ideas using digital icons and codes. uses digital tools efficiently. applies apps and programs as useful tools. discriminates digital information from different reliable sources. uses digital tools to find useful information. 	<ul style="list-style-type: none"> questions social benefits, harmful effects and ethical implications of ICT for learning and interpersonal relations. applies inclusive principles and respect within digital communication messages.

Distribution of Scenarios Academic and Technical Diversified Education

Academic Diversified Education		Technical Diversified Education		
10 th Level Scenarios	11 th Level Scenarios	10 th Level Scenarios	11 th Level Scenarios	12 th Level Scenarios
<ul style="list-style-type: none"> • Love What We Do! • Stories Come in All Shapes and Sizes • A World of Differences • Caution: Fragile World. • Handle with Care • What Comes Next 	<ul style="list-style-type: none"> • Recipes for Success • From the Wheel to the Drone • The Earth—Our Gift and Our Responsibility • Get Ready. Get set. Go! • Really? (Controversial issues) 	<ul style="list-style-type: none"> • Love What We Do! • Stories Come in All Shapes and Sizes • A World of Differences • Caution: Fragile World. 	<ul style="list-style-type: none"> • Handle with Care – • What Comes Next • Recipes for success • From the Wheel to the Drone 	<ul style="list-style-type: none"> • The Earth—Our Gift and Our Responsibility • Get Ready. Get set. Go! • Really? (Controversial issues)

Scope and Sequence of Scenarios and themes in Third Cycle and Diversified Education

Scope and Sequence Third Cycle						
Level	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Seventh Grade	Scenario: Here I Am! Themes: <ul style="list-style-type: none"> Hello, Hi there, Hey, Bye Building Community Let's Get Personal Meet My Family 	Scenario: Enjoying Life Themes: <ul style="list-style-type: none"> My Daily Routine Eating Habits Hanging out Things I Like to Do 	Scenario: Getting Back to Nature Themes: <ul style="list-style-type: none"> Natural Wonders in My Backyard Marvels in Costa Rica A World of Wonders Where can I go next? 	Scenario: Checking Things off a Shopping List Themes: <ul style="list-style-type: none"> My Family's Grocery List Going Shopping Does This Fit Me? How Much Does It Cost? 	Scenario: Let's Celebrate Costa Rican Culture! Themes: <ul style="list-style-type: none"> How my family and I celebrate "Tico" culture How my community celebrates "Tico" culture How other Costa Rican communities celebrate "Tico" culture How Costa Ricans celebrate national "Tico" culture 	Scenario: Getting from Here to There Themes: <ul style="list-style-type: none"> Knowing where I want to go Knowing where It is Knowing how to get there Knowing what I need and when

Eighth Grade	<p>Scenario: My High School...Our place</p> <p>Themes:</p> <ul style="list-style-type: none"> • High School -- Bring it on! • A Day in the Life of My High School. • What is Your Next Class? • High School Through the Eyes of my Friends. 	<p>Scenario: Let the Good Times Roll</p> <p>Themes:</p> <ul style="list-style-type: none"> • Fun times: Inside and Out • What's your favorite ____? • Ready to Play: Tell Me the Rules • Up Close and Personal 	<p>Scenario: Something to Celebrate!</p> <p>Themes:</p> <ul style="list-style-type: none"> • Let's Celebrate: Holidays with My Family • Let's Celebrate: Latin American Holidays and Festivals • Let's Celebrate: Holidays and Festivals around the World • A Holiday to Remember: One of my favorites 	<p>Scenario: Going Shopping!</p> <p>Themes:</p> <ul style="list-style-type: none"> • Welcome to My Town • Getting what I need at the right place • Where is it? • How can I get there? 	<p>Scenario: Unforgettable Events</p> <p>Themes:</p> <ul style="list-style-type: none"> • A Day I'll Never Forget: in my Personal Life • An Event I'll Never Forget: with my Family • An Event I'll Never Forget: in Costa Rica • An Event I'll Never Forget: in the World 	<p>Scenario: Amazing Costa Rica</p> <p>Themes:</p> <ul style="list-style-type: none"> • Beautiful Costa Rica • Hiking, Biking and Walking Around Costa Rica • Traveling Necessities • Planning My Perfect Vacation
Ninth Grade	<p>Scenario: Time to Have Fun!</p> <p>Themes:</p> <ul style="list-style-type: none"> • Let's Workout • Once Upon a Time I Enjoyed... • Try it! • The Most Fun I've Ever had! 	<p>Scenario: Online & Connected</p> <p>Themes:</p> <ul style="list-style-type: none"> • Yesterday, Today and Future Media • Virtual Communities and Networks • New Media and Public Safety • The Magical World of Apps 	<p>Scenario: Lights, Camera & Action</p> <p>Themes:</p> <ul style="list-style-type: none"> • What's on TV? • The Best Show Ever... • Through the Lens of the Documentary • Daily News 	<p>Scenario: In the Public Eye</p> <p>Themes:</p> <ul style="list-style-type: none"> • Success vs. Fame • National Role Models • Contributions of Outstanding Figures to Society • Breaking News: Read All About It 	<p>Scenario: Unexpected Situations</p> <p>Themes:</p> <ul style="list-style-type: none"> • Home Emergencies • Emergency Traveling Situations • Unanticipated Appointments • Making a Complaint at a Restaurant 	<p>Scenario: Open a Book, Open Your Mind</p> <p>Themes:</p> <ul style="list-style-type: none"> • Keep it simple • Show me: Comic Strips • Biographies of Writers • The Moral of the Costa Rican Legend is ...

Tenth	<p>Scenario: Love What We Do!</p> <p>Themes:</p> <ul style="list-style-type: none"> • Help wanted • Jobs • Interviewing • Working to Live or Living to Work? 	<p>Scenario: Stories Come in All Shapes and Sizes</p> <p>Themes:</p> <ul style="list-style-type: none"> • Tell me a Story • Thumbs Up/Thumbs Down • The Reviews Are In • You Should Read This 	<p>Scenario: A World of Differences</p> <p>Themes:</p> <ul style="list-style-type: none"> • These Are My People • Cultures, Subcultures and Cliques • Cultural Norms and Cultural Storms • I Am Not My Hair 	<p>Scenario: Caution: Fragile World - Handle with Care</p> <p>Themes:</p> <ul style="list-style-type: none"> • What Makes Something Sustainable • Products and Practices around the World. • Products and Practices in Costa Rica • Am I Environmentally friendly? 	<p>Scenario: #HighTech HighTouch</p> <p>Themes:</p> <ul style="list-style-type: none"> • Hot Apps • Danger Zones in a Digital World • Tech Tools for Positive Change • My Future Is in My Hands 	<p>Scenario: What Comes Next?</p> <p>Themes:</p> <ul style="list-style-type: none"> • Pass or Fail? • College or Career? • Study Here or Abroad? • Getting by or Getting ahead?
Eleventh	<p>Scenario: Recipes for Success</p> <p>Themes:</p> <ul style="list-style-type: none"> • Ingredients for Healthy Living • Add a Pinch of a Positive Attitude • Follow the recipe: a Plan for success • Give me a Taste: Stories of Successful People 	<p>Scenario: From the Wheel to the Drone</p> <p>Themes:</p> <ul style="list-style-type: none"> • Inventions that have Changed our Lives • Living in a Tech World • Safety First • The Next Wave of Innovations 	<p>Scenario: The Earth—Our Gift and Our Responsibility</p> <p>Themes:</p> <ul style="list-style-type: none"> • Natural Disasters-Is Nature Against us? • What's the Problem? • A Helping Hand (possible solutions) • Who is Doing What? (Nonprofit and NGOs) 	<p>Scenario: Get Ready. Get set. Go!</p> <p>Themes:</p> <ul style="list-style-type: none"> • Get ready: Take a Look at your Dreams and Fears • Get Set: College or Career? • Surviving or Thriving? (Developing Your Soft Skills) • Go! The Future is Now 	<p>Scenario: Really??? (Controversial issues)</p> <p>Themes:</p> <ul style="list-style-type: none"> • You gotta be kidding...World facts • Shut up...Issues from Health and Medicine • No way...Controversies and the Law • OMG... Stereotypes and Cultural Differences 	

Seventh Grade Exit Profile

Level A1.1 Grade 7			
Integral Development and Communicative Competence			
At this stage the learner can...			
Learn to know	have a level appropriate language (words, phrases, formulaic expressions) and topical knowledge related to domains, scenarios and themes.		
Learn to do	Use level-appropriate linguistic and topical resources in order to listen, read, speak and write in response to level and age-appropriate tasks, integrating language and topical knowledge, skills and abilities (KSAs) within domains, scenarios and themes. S/he may rely on words from the first language for which s/he has yet to acquire in the target language.		
Learn to be and live in community	use personal and social dispositions (e.g. engagement, attitudes, cooperation, turn taking, empathy, and other universal values) when interacting and producing in the target language and taking time to search for words using oral and body language for transferable learning (enduring understanding).		
Listening	Reading	Speaking (spoken interaction & production)	Writing
CEFR STANDARDS	CEFR STANDARDS	CEFR STANDARDS	CEFR STANDARDS
<ul style="list-style-type: none"> Can demonstrate a very limited ability to communicate independently English because s/he is in a 'Silent Period' as s/he develops a receptive level of language, knowledge relying mostly on simple language and cues. 	<ul style="list-style-type: none"> Can understand a very limited amount of language (e.g., words and simple expressions). Can recognize environmental print found (e.g. common advertisements and road signs; labels, captions) and internet sources in familiar texts. Can recognize some high-frequency words such as: <i>a, the, and, of</i>. 	<ul style="list-style-type: none"> Can use words in English in a very limited manner needing to rely on memorized and rehearsed expressions to answer simple questions. Can show their understanding through: eye contact, imitating, using facial and body expressions, acting out a story, using pictures to categorize or sequence, drawing, matching items and pictures; repeating words and phrases at a slower 	<ul style="list-style-type: none"> Can write off of a heavily patterned model with very little detail using a limited set of familiar words. <p>INTEGRATION OF LANGUAGE SKILLS</p> <ul style="list-style-type: none"> Can recognize pictures / diagrams to label words and simple expressions (reading to write)

Eliminado:

INTEGRATION OF LANGUAGE SKILLS <ul style="list-style-type: none"> • Can respond with learned words, phrases, formulaic expressions and body language (listening to speak). • Can recognize words, phrases, formulaic expressions (listening to read). • Can fill in gapped texts (listening to write). 	INTEGRATION OF LANGUAGE SKILLS <ul style="list-style-type: none"> • Can predict parts of a story based on pictures.(reading to speak) • Can recognize pictures to show their understanding (reading to listen). • Can follow brief, simple instructions in texts to write (reading to write). • Can predict what the text is about supported by typographical and visual clues to speak (reading to speak). 	<p>speech rate such as in choral or echo read alouds.</p> INTEGRATION OF LANGUAGE SKILLS <ul style="list-style-type: none"> • Can interact spelling out words (speaking to write/ listen). • Can organize a conversation by writing appropriate expressions (speaking to write). • Can rehearse a conversation with peers (speaking to listen). 	<ul style="list-style-type: none"> • Can identify oral information to write posters, brochures and invitations (listening to write). • Can write personal information to interact (writing to speak).
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Seventh Grade Distribution of Domains and Scenarios by Term

Domain	Scenario	Unit
Term 1		
Socio-Interpersonal	Here I Am!	1
Socio-Interpersonal and Transactional	Enjoying Life	2
Term 2		
Socio-Interpersonal and Transactional	Getting back to nature	3
Socio-Interpersonal and Transactional	Checking things off a shopping list!	4
Term 3		
Socio-Interpersonal and Transactional	Getting from here to there	5
Socio-Interpersonal and Transactional	Let's celebrate Costa Rican Culture	6

Sample Weekly Plans for

**Units 1-6 for
Seventh Grade**

Level 7 th		Unit 1		
CEF level to be reached: A1.1				
Scenario: Here I Am!				
Enduring Understanding	What a person thinks, feels, and belongs to, makes her/him a unique person.			
Essential Question	What makes us unique?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5/6
<p>Assessment: L identifies brief, simple instructions if encountered in similar form.</p> <p>R.1. understand brief, simple instructions if encountered previously in the same or similar form.</p> <p>Assessment: L discriminates classroom language within oral utterances.</p> <p>L.2. understand classroom language (e.g., teacher, classmate, schedule, principal, May I come in? Raise your hand, May I borrow your pencil?).</p> <p>Assessment: L identifies basic greetings, farewells and common expressions of politeness.</p> <p>L.1. understand basic greetings, farewells, and common expressions of politeness (e.g., hello,</p>	<p>Assessment: L recognizes simple personal questions when they hear them.</p> <p>L.3. understand simple personal questions. (e.g., name, age, address, father, mother, sister).</p> <p>Assessment: L spells out words.</p> <p>SI.1. spell words including names, surnames, country of citizenship and other.</p> <p>Assessment: L recognizes some expressions and the main information about text (heard or read) with instructional support.</p> <p>R.3. recognize some expressions and the main information (e.g., name, date, time, address, date of birth,) on posters, brochures, signs, and invitations and in simple texts if allowed to use a dictionary.</p>	<p>Assessment: L asks personal information to others.</p> <p>SI.3. ask others for personal information (address, telephone, number, nationality, country of citizenship, birthdate, age, family and hobbies).</p> <p>Assessment: L introduces him/herself providing personal information</p> <p>SP.1. introduce him/herself, for example say his/her name, where s/he comes from and what s/he does (address, telephone, number, nationality, age, family and hobbies).</p>	<p>Assessment: L writes labels on familiar objects in a picture or diagram.</p> <p>W.1. write labels on familiar objects in a picture or diagram (e.g., door, desk, chair, and eraser).</p> <p>Assessment: L writes straightforward information about him/herself in short sentences.</p> <p>W.2. write straightforward information about him/herself in short sentences or fill out that information in a form (questionnaire, card) with assistance such as using a dictionary or book, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation).</p> <p>Assessment: L describes his/her family simply.</p>	<p>Assessment</p> <p>Anecdotal reports / rubrics / instruments for self and co-assessment</p> <p>Suggested Integrated Mini project</p> <p>Personal lapbooking, mobile, collage.</p> <p>Self-portrait presentation using technology or cardboard.</p> <p>Storytelling using TPR in groups.</p>

<p>goodbye, sorry).</p> <p>Assessment: L uses basic greeting and leave-taking expressions, farewell, and politeness and basic classroom language</p> <p>Sl.2. use basic greeting and leave-taking expressions, farewell, and politeness (e.g., hello, goodbye, please and thank you) and basic classroom language.</p>			<p>SP.2. describe simply his/her family, for example who the members are, how old they are, where s/he lives.</p>
<p>Can Do related to Phonology to be inserted as appropriate each week</p> <p>Assessment: L discriminates English language sounds.</p> <p>R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p>			
<p>Theme Hello, Hi there, Hey, Bye</p>	<p>Theme Building Community</p>	<p>Theme Let's Get Personal</p>	<p>Theme Meet My Family</p>
<p>Function</p> <ul style="list-style-type: none"> Greeting and saying goodbye. Interacting with classroom language at school. 	<p>Function</p> <ul style="list-style-type: none"> Spelling out words. Giving personal information about me and my family members. 	<p>Function</p> <ul style="list-style-type: none"> Giving personal information about me and my family members. 	<p>Function</p> <ul style="list-style-type: none"> Giving personal information about me and my family members.
<p>Discourse Markers Connecting words: and</p>	<p>Discourse Markers Connecting words: but</p>	<p>Discourse Markers Connecting words: because</p>	<p>Discourse Markers Connecting words: and, but, because</p>
<p>Grammar & Sentence Frames</p> <p><u>Wh questions</u> What's your name? My name is ____. How old are you? I am ____. Where do you live? I live in ____.</p> <p><u>Demonstrative Adjectives</u> This is my desk. This is our classroom.</p>	<p>Grammar & Sentence Frames</p> <p><u>Wh questions</u> What's your name? My name is ____. How old are you? I am ____. Where do you live? I live in ____.</p>	<p>Grammar & Sentence Frames</p> <p><u>Verb To be + adjectives (S+V+C)</u> I am handsome. She is intelligent. They are selfish.</p> <p><u>Intensifiers</u> Very, really, super</p>	<p>Grammar & Sentence Frames</p> <p><u>Demonstrative Adjectives</u> This is my mother/father. That is my cousin. These are my siblings.</p> <p><u>Possessive "s"</u> My mother's name is ____.</p>

Phonology Segmenting a word into phonemes (/d/.../o/.../g/) and substituting initial, final and medial sounds Dad, grandma, old, daughter, hug, baby, etc.	Phonology Segmenting a word into phonemes (/d/.../o/.../g/) and substituting initial, final and medial sounds Dad, grandma, old, daughter, hug, baby, etc.	Phonology Segmenting a word into phonemes (/d/.../o/.../g/) and substituting initial, final and medial sounds Dad, grandma, old, daughter, hug, baby, etc.	Phonology Review
Vocabulary <u>Hello. Hi there. Hey. Bye Hi</u> - Hi there - Hey - Hello - Good morning/ afternoon/ evening	Vocabulary <u>Building Community</u> May I come in? Could you repeat, please? May I go to the restroom? May I borrow your pencil? How do you say ___ in English? How do you say/ pronounce ___? Raise your hand.	Vocabulary <u>Let's Get Personal</u> - Age, status, phone number, country, nationality, occupation, residence, handsome, pretty, intelligent, numbers, dates, the alphabet - I am...happy, sad, angry, excited, unhappy, frustrated, annoyed, threatened, furious, bored, satisfied, shocked, scared, shy, disappointed.	Vocabulary <u>Meet My Family</u> Family members such as mother, father, siblings, cousin, father-in-law, etc.
Psycho-social - Respecting opinions, linguistic skills and abilities of classmates. Socio-cultural - Showing interest in each peer's and family's lives and feelings. Social Language - Hey - Howdy - So far, so good - Hey buddy - Hey guys - Hey dude	Psycho-social - Collaborating with other peers and teacher. Sociocultural - Respecting human rights and principles inclusiveness.	Psycho-social - Using positive communication skills. Sociocultural Quotes - Feeling Ok - I'm cool - What's new?	Psycho-social - Respecting opinions, linguistic skills and abilities of classmates. Sociocultural - Using formal and informal language when addressing people of different ages and contexts. Quotes - A friend in need is a friend indeed. -- Unknown Author

Didactic Planning Week 1

Level: 7 th		Unit: 1
Domain: Socio-Interpersonal	Scenario: Here I Am!	Theme: Hello, Hi there, Hey, Bye
Enduring Understanding: What a person thinks, feels, and belongs to makes her/him a unique person. Essential Question: What makes us unique?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p>Grammar & Sentence Frame</p> <p><u>Wh questions</u> What's your name? My name is ____. How old are you? I am ____. Where do you live? I live in ____.</p> <p><u>Demonstrative Adjectives</u> This is my desk. This is our classroom.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Hi there Hey Hello Good morning/ afternoon/ evening <p>Phonology Segmenting a word into phonemes (/d/.../o/.../g/) and substituting initial, final and medial sounds Dad,</p>	<p>Function</p> <ul style="list-style-type: none"> Greeting and saying goodbye Interacting with classroom language at school <p>Discourse Markers Connecting words: and</p>	<p>Psychosocial</p> <ul style="list-style-type: none"> Respecting opinions, linguistic skills and abilities of classmates. <p>Sociocultural</p> <ul style="list-style-type: none"> Showing interest in each peer's and family's lives and feelings. <p>Social Language</p> <ul style="list-style-type: none"> Hey Howdy So far, so good Hey buddy Hey guys Hey dude

grandma, old, daughter, hug, baby, etc.			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<p>Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies.</p> <p>Learner...</p> <p>R.1. identifies brief, simple instructions if encountered in similar form.</p> <p>R.2. discriminates English language sounds.</p>	<p>R.1. understand brief, simple instructions if encountered previously in the same or similar form.</p> <p>R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p>	<p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing</p> <p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and introducing Essential Question and explaining that one way we are unique is how we learn separately and together.</p> <p>Warm up T distributes different versions of Greetings Bingo (see Resources Section) and reads aloud the instructions written on the board: 1. Read your card. 2. Listen. 3. Mark your card. 4. Win with -- or / or I T asks Ls to work with partners to mark their sheets when they hear one of the greetings used in the video of Famous greetings from T.V. and Movies. Explain that to “win” they need to have a straight vertical, horizontal or diagonal line of greetings marked on their cards. Video can be found here. https://www.youtube.com/watch?v=QEyGhSWwfC8</p> <p>T asks Ls to choose how they want to greet each other each week of this Unit and Ls practice the greeting as they stand in a circle and clap out the syllables of the greeting and the syllables of the names of their classmates, one after the other until everyone in the circle has been greeted. (See Phonology section for details on clapping syllables.)</p> <p>Pre-task: listening to speak ✓ T shows labels created for the classroom. As each word is introduced T indicates she</p>	<p>5 min</p> <p>10 min</p> <p>10 min</p> <p>20 min</p>

L.2. discriminates classroom language within oral utterances.	L.2. understand classroom language (e.g., teacher, classmate, schedule, principal, May I come in? Raise your hand, May I borrow your pencil?).	is reading the word, then places the label on the appropriate person/object. Words are: Teacher, Classmate, Desk, Door, Classroom, Pencil, Paper, Whiteboard or Chalkboard, Marker or Chalk, Eraser, Trash. T uses the sentence frame: This is ____. ✓ Ls repeat words. ✓ Then T holds up word and points to incorrect object indicating that Ls should nod for yes and shake head for no if the word does not identify the object. If the answer is no, Ls must point to the correct object and say This is ____.	10 min
L.1. identifies basic greetings, farewells and common expressions of politeness.	L.1. understand basic greetings, farewells, and common expressions of politeness (e.g., hello, goodbye, sorry).	<p>Task: Introducing Classroom Language and Classroom Rules (listening to speak)</p> <p>1. Pre-listening With a partner chosen earlier who understands the purpose of the activity and what he/she is to do, T demonstrates three actions. First partner stands at door and acts out <i>May I come in?</i> as T says <i>Yes, you may come in.</i> Then partner asks <i>May I borrow your pencil?</i> And T gives pencil and says <i>Yes, you may borrow my pencil.</i> Then T says <i>Please raise your hand</i> and partner raises hand and indicates that he/she is waiting to be told what to do. T and partner repeat the phrases and actions several times. Then Ls pair up and practice.</p> <p>2. Listening for the first time T explains that Ls should listen for greetings and at least one question in order to do group/pair work that follows. T and partner perform the following dialogue:</p> <p><i>(Teacher Nela is writing something at her desk with Yami standing at the door.)</i> Yami: Hello Teacher Nela. May I please come in? Teacher Nella: Hi Yami. Yes you may come in. <i>(Yami enters and sits at her desk. Teacher Nela continues to write.)</i> Yami (very excited): Teacher Nela! Teacher Nela! I have to tell you something. Teacher Nella (looking up and around the class): Yami, you know the rules. You must raise your hand to speak. Yami (raises her hand and waits) Teacher Nella: Yes, Yami. Please tell me your news. Yami: I left all my things at home. May I borrow your pencil? Teacher Nella: Yes, today you may borrow my pencil. But tomorrow you must be</p>	45 min

<p>Sl. 2. uses basic greeting and leave-taking expressions, farewell, and politeness and basic classroom language</p>	<p>Sl.2. use basic greeting and leave-taking expressions, farewell, and politeness (e.g., hello, goodbye, please and thank you) and basic classroom language.</p>	<p>prepared when you come to the classroom.</p> <p>3. Pair/Group feedback Pairs answer what two forms of greeting the Teacher and Student used and at least one question that was asked.</p> <p>4. Listening for the second time Pairs identify words that are used more than once in the dialogue and clarify if they understand the meaning: yes, may I, you, your, please, my. They also identify a rule that is mentioned. (Raise your hand to speak.)</p> <p>5. Post-listening Ls brainstorm other rules that help the class show respect for each other as learners. This brainstorming can be done in Spanish and then the T can write a short version of the rule in English on the board.</p> <p>Post-task (listening to speak)</p> <p>1. Planning/Organizing Ls are given paper and markers and in pairs they copy and illustrate one of the rules of the classroom.</p> <p>2. Rehearsing After finishing illustrating their rule they do a walk and talk in pairs. T plays the sound of the video that was used as a warm up and pauses the sound. When the sound stops, pairs first use greetings and then say their rule and show their poster to whichever pair is nearest to them.</p> <p>3. Using Exit ticket – Ls choose to say Goodbye, Good morning, Good afternoon, or See you later as they exit the classroom and share their rule.</p>	<p>20 min</p>
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Options		Integrated Mini-Project	Time
<ul style="list-style-type: none"> Personal lapbooking, mobile, collage. Self-portrait presentation using technology or cardboard. Storytelling using TPR in groups 		<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week's lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p> <p>Acting out: Practicing the mini-project in pairs or groups.</p> <p>For the week of presentation, learners focus on:</p> <p>Responding and sharing: Delivering and participating in peer assessment of mini-project.</p>	<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>
Reflective Teaching			
What worked well		What didn't work well	How to improve

Enduring Understanding Reflection

How well did the learners progress in their understanding of the Enduring Understanding?

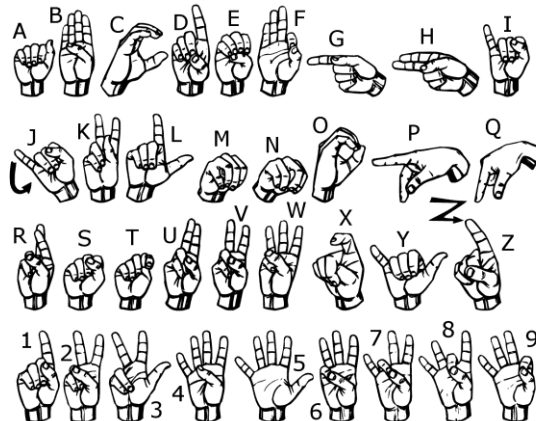
Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

<i>Learner Self-Assessment</i>			
<i>I can...</i>	<i>Yes</i>	<i>No</i>	<i>In progress</i>
Recognize when someone greets me.			
Greet others.			
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
Show how I have worked with others this week.			

Didactic Planning Week 2

Level: 7 th		Unit: 1
Domain: Socio-Interpersonal	Scenario: Here I Am!	Theme: Building community
Enduring Understanding: What a person thinks, feels, and belongs to makes her/him a unique person. Essential Question: What makes us unique?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame <u>Wh questions</u> – What's your name? My name is ____. – How old are you? I am ____. – Where do you live? I live in ____. Vocabulary May I come in? Could you repeat, please? May I go to the restroom? May I borrow your pencil? How do you say ____ in English? How do you say/ pronounce ____? Raise your hand. (Other classroom rules) Phonology Segmenting a word into phonemes (/d/.../o/.../g/) and substituting initial, final and medial sounds Dad, grandma, old, daughter, hug, baby, etc.	Function – Spelling out words – Giving personal information about me and my family members Discourse Markers Connecting words: but	Psychosocial – Collaborating with other peers and teacher. Sociocultural – Respecting human rights principles and inclusiveness.

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<p>Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies</p> <p>Learner ...</p>		<p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing</p> <p>Pre-teaching Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question. Warm up As a Do Now activity, project or distribute copies of the American Sign Language alphabet and tell learners to work on how to spell their names and the name of their community using ASL.</p>  <p>Pre-task: listening to speak ✓ T models with a learner: Teacher: Hi there, my name is (says and spells out name using ASL). What is your name?</p>	<p>5 min</p> <p>15 min</p> <p>45 min</p>

SI.1. spells out words.	address, father, mother, sister).	SI.1. spell words including names, surnames, country of citizenship and other.	<p>Learner: Hello, my name is (<i>says and spells out name using ASL</i>). I live in (<i>says and spells out community using ASL</i>). Where do you live?</p> <p>Teacher: I live in (<i>says and spells out community</i>).</p> <p>✓ Repeat the Walk and Talk activity (instructions in Week 1) using the first portion of the song “Who Are You?” by The Who (https://www.youtube.com/watch?v=5modnlBpgTQ). Play a portion and stop. When the song stops, learners Greet, Ask and Respond to What is your name? and Where do you live? using voices and ASL.</p>	5 min
R.2. discriminates English language sounds.	R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts.		<p>✓ Recognition/Articulation/Production: Say aloud and sign the following words: may, say, pay, raise. Ask Ls if they hear something similar in the words. (Answer: the A sound.) Explain that vowels in English can have different sounds. Show how to produce the sound. Show the sign for the letter A in ASL. Read aloud from the following list and ask Ls to raise their hands using the A symbol if they hear the A sound. After reading, call on different learners to have them produce the word with the sound.</p> <ul style="list-style-type: none"> • Respect your classmates. • Listen. • Share. • Do not play games on your phone. • May I use your pencil? • Say please. • Say Thank You. • What is your name? • What is your date of birth? 	
R.3. recognizes some expressions and the main information about text (heard or read) with instructional	R.3. recognize some expressions and the main information (e.g., name, date, time, address,		<p>Task: Reading a registration form (reading to write)</p> <p>1. Pre-reading T projects or distributes copies of a completed class registration card.</p>	25 min

support.	date of birth,) on posters, brochures, signs, and invitations and in simple texts if allowed to use a dictionary.	<p>Name</p> <div> <input type="text"/> <input type="text"/> </div> <p>First Last</p> <p>Address</p> <div> <input type="text"/> </div> <p>Street Address</p> <div> <input type="text"/> <input type="text"/> </div> <p>City State / Province / Region</p> <div> <input type="text"/> <input type="text"/> </div> <p>Email Country</p> <p>Phone</p> <div> <input type="text"/> - <input type="text"/> - <input type="text"/> </div> <p>### #### #####</p> <p>2. Reading for the first time T then distributes copies of blank registration card and provides dictionaries or allows Ls to use cell phones to look up meanings of unknown words.</p> <p>3. Pair/Group feedback Learners compare in pairs what they believe the form is asking for.</p> <p>4. Reading for the second time Learners use the form to ask questions of their partners: <i>What is your first name? What is your last name? What is your address?</i></p> <p>5. Post-reading Learners introduce their partners to at least two other people: <i>His name is _____. His address is _____.</i></p>	25 min
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		<p>Post-task (reading to interact)</p> <ul style="list-style-type: none"> ✓ T reviews classroom rules and/or introduces classroom instructions with miming. T has previously created signs with one action printed on each. T says the instruction printed on the sign and Learners stand in circle and say phrases and mimic the actions the T performs. For example: <ul style="list-style-type: none"> ▪ Be quiet (hold index finger up to your lips.) ▪ Close your notebook (and make the gesture.) ▪ Work in pairs (hold up two fingers.) <p>Other potential vocabulary: COME to the board, COPY in your notebook, LISTEN, LOOK, OPEN your notebook, PAY attention, PLEASE, RAISE your hand, REPEAT, SIT down, STAND up, THANK YOU, WORK in groups, WORK in pairs, CLOSE the door, OPEN the door.</p> <ul style="list-style-type: none"> ✓ Exit ticket – Learners select one sign or card from a stack of signs or cards they cannot see, reads the card or sign, and then provides the correct action as they leave the room. 	
Options	Integrated Mini-Project		Time
<ul style="list-style-type: none"> – Personal lapbooking, mobile, collage. – Self-portrait presentation using technology or cardboard. – Storytelling using TPR in groups 	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week's lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen</p>		<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>

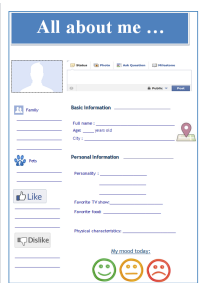
	<p>Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p> <p>Acting out: Practicing the mini-project in pairs or groups.</p> <p>For the week of presentation, learners focus on:</p> <p>Responding and sharing: Delivering and participating in peer assessment of mini-project.</p>																									
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Didactic Planning Week 3

Level: 7 th		Unit: 1
Domain: Socio-Interpersonal	Scenario: Here I Am!	Theme: Let's Get Personal
Enduring Understanding: What a person thinks, feels, and belongs to makes her/him a unique person. Essential Question: What makes us unique?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame <u>Verb To be + adjectives (S+V+C)</u> – I am handsome. – She is intelligent. – They are selfish. <u>Intensifiers</u> – Very, really, super Vocabulary – Age, status, phone number, country, nationality, occupation, residence, handsome, pretty, intelligent, numbers, dates, the alphabet – I am...happy, sad, angry, excited, unhappy, frustrated, annoyed, threatened, furious, bored, satisfied, shocked, scared, shy, disappointed. Phonology	Function – Giving personal information about me and my family members. Discourse Markers Connecting words: because	Psycho-social Using positive communication skills. Sociocultural Quotes – Feeling Ok – I'm cool – What's new?

Segmenting a word into phonemes (/d/.../o/.../g/) and substituting initial, final and medial sounds Dad, grandma, old, daughter, hug, baby, etc.			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<p>Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies</p> <p>Learner...</p> <p>SI.3. asks personal information to others.</p> <p>R.2. discriminates</p>	<p>SI.3. ask others for personal information (address, telephone, number, nationality, country of citizenship, birthdate, age, family and hobbies).</p> <p>R.2. manipulate</p>	<p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening</p> <p>Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading</p> <p>Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing</p> <p>Written Production: Pre-writing; Drafting; Revising; Editing</p>	
		<p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question.</p> <p>Warm up</p> <p>T introduces cards (see Resources section) for numbers 0-9, and then focuses on the number 3. Ls are then told that the video they are about to see uses “Three Questions” https://www.youtube.com/watch?v=pWS8Mg-JWSg and at the conclusion of the video they will repeat one of the questions that the bridge keeper asked the knights.</p>	<p>5 min</p> <p>10 min</p>
		<p>Pre-task: (listening to speak)</p> <ul style="list-style-type: none"> ✓ T explains that the Ls will now take turns being “bridge keepers” and “knights” and see who can “cross the bridge”. Teams decide on three questions to ask people who want to cross their bridge. Teams then take turns attempting to answer each other’s questions and cross their bridges. Each time a team member crosses a bridge they get a coin or an object (like a rock). The winning team is that which can get all of its members across as many bridges as possible in the time limit (i.e. the one with the most coins or rocks). ✓ T distributes feelings charts and reviews characteristics in vocabulary list. Ls then walk around the room, asking <i>Are you ____?</i> in order to find a person that feels one of the 	<p>20 min</p> <p>20 min</p>

English sounds.	language sounds using knowledge in phonics, syllabification and word parts.	<p>words that are listed and illustrated.</p> <p>✓ Recognition/Articulation/Production: Ls say their name aloud, over-emphasizing the articulation of each sound then spell aloud so that the classmate can write the name in the chart.</p> <p>http://www.freeprintablebehaviorcharts.com/feeling%20chart%20pdf/feeling%20chart%20revised.pdf</p>  <p>Free Printable Behavior Charts.com</p> <p>✓ Ls brainstorm more personal characteristics including ones based on physical appearance. T distributes Physical and Personality Characteristics worksheet. Learners complete worksheet. Then, Ls categorize the characteristics into two groups following this example:</p>	15 min
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		<p><u>Personality</u> Friendly</p> <p><u>Physical Appearance</u> Short</p>	20 min
R.3. recognizes some expressions and the main information about the text (heard or read) with instructional support.	R.3. recognize some expressions and the main information (e.g., name, date, time, address, date of birth,) on posters, brochures, signs, and invitations and in simple texts if allowed to use a dictionary.	<p>✓ T presents celebrity pictures and asks Ls to describe them as T writes descriptions on the board. Looking at celebrity characteristics written on the board, the T asks Ls to decide if each person is “a little” or “very” _____. For example: “Is Keylor Navas a little active, or very active?”</p> <p>✓ Ls receive slips of paper with celebrity names on them and interview each other to see if they can identify what celebrity the other classmate has. They should start with questions about personality/physical appearance, but can later ask questions from weeks 1 and 2. Ls switch partners and repeat.</p>	25 min
SP.1. introduces him/herself for providing personal information	SP.1. introduce him/herself, for example say his/her name, where s/he comes from and what s/he does	<p>Task: Giving personal information about myself (reading to speak)</p> <p>1. Planning/organizing Ls receive a blank personal profile template (see Resource section) and determine how they would complete the form about themselves. They draw a “selfie” in the space provided. They do not complete the form during this week.</p>  <p>2. Rehearsing In pairs, Ls practice by asking each other questions using the profile as a guide. What</p>	

	(address, telephone, number, nationality, age, family and hobbies).	<p>is your name? What is your address?</p> <p>3. Using</p> <p>Ls themselves to the class or in groups using the profile as the guide. Ls who are listening ask one question of the presenter.</p> <p>Post-task (listening to speak)</p> <ul style="list-style-type: none"> ✓ Ls ask at least one question by the time all Ls have presented. To ensure that all Ls have asked a question, T places a sticky note on each L's desk and removes it after they have asked a question. ✓ Exit Ticket – After modeling, T stands at door and as Ls exit asks either <i>What's new?</i> Or <i>how are you?</i> Ls respond with <i>I'm cool</i> or other appropriate <i>I am</i> response. 	5 min
Options	Integrated Mini-Project		Time
<ul style="list-style-type: none"> – Personal lapbooking, mobile, collage. – Self-portrait presentation using technology or cardboard. – Storytelling using TPR in groups 	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week's lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p> <p>Acting out: Practicing the mini-project in pairs or groups.</p> <p>For the week of presentation, learners focus on:</p> <p>Responding and sharing: Delivering and participating in peer assessment of mini-project.</p>		<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>

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Didactic Planning Week 4

Level: 7 th		Unit: 1
Domain: Socio-Interpersonal	Scenario: Here I Am!	Theme: Meet my family
Enduring Understanding: What a person thinks, feels, and belongs to makes her/him a unique person. Essential Question: What makes us unique?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame <u>Demonstrative Adjectives</u> This is my mother/father. That is my cousin. These are my siblings. <u>Possessive "s"</u> My mother's name is _____. Vocabulary Family members such as mother, father, siblings, cousin, father-in-law, etc. Phonology Review	Function - Giving personal information about me and my family members. Discourse Markers Connecting words: and, but, because	Psychosocial - Respecting opinions, linguistic skills and abilities of classmates. Sociocultural - Using formal and informal language when addressing people of different ages and contexts. Quotes - A friend in need is a friend indeed. -- Unknown Author

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<p>Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies</p> <p>Learner...</p> <p>SI. 3. asks personal information to others.</p>	<p>SI.3. ask others for personal information (address, telephone, number, nationality, country of citizenship, birthdate, age, family and hobbies).</p>	<p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing</p> <p>Pre-teaching Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Warm up Family circle ball: As Ls enter the classroom T plays the song “Daddy Sang Bass” https://www.youtube.com/watch?v=bA9jf-bm2As (introducing the idea of a family circle). As they listen, Ls activate prior knowledge to list the words for family members mentioned in the song. Afterwards, a master list of family members is created and posted on board. T also models using the possessive by saying the names in his or her family for each one listed. (<i>My mother's name is _____. My father's name is _____.</i>) Then, Ls stand up in a circle and prepare to play the game Family Circle Ball. Ball is tossed to someone in the circle. The person tossing the ball says “<i>My mother's name is _____. What is your _____'s name?</i>” The L catching the ball answers and asks the same question or changes the family member as she/he tosses the ball to another L.</p> <p>Game can be varied by asking for two family members' names so that Ls practice with the discourse marker of AND – My mother's name is Margaret and my father's name is Ben.</p> <p>Pre-task: reading to speak ✓ T posts a large version of his/her family tree with pictures and names but WITHOUT the relation to him/her written. Ls guess what family members they are (for example: “she is your mother”) and the T writes the correct answers on the board under their names. T shares a few pieces of information about his/her family members, again using the possessive “s” in the process. For example: “My sister's name is Elena; my brother is tall, my grandmother's name is Juana”, etc.</p>	<p>5 min</p> <p>20 min</p> <p>30 min</p>

<p>R.2. discriminates English language sounds</p>	<p>R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>W.1. write labels</p>	<div data-bbox="674 379 1180 813" data-label="Image"> </div> <p>✓ Recognition/Articulation/Production: In small groups, Ls play Family Members Dice. To play this game, the T models pronunciation, writes a question on the board, and assigns meanings to each of the number of the die. For example:</p> <p>Question: What is _____'s name?</p> <p>1=Mother 2=Father 3=Brother 4=Sister 5=Grandmother 6=Grandfather</p> <p>Ls take turns rolling dice and then ask the question out loud emphasizing the syllables in the word for the family member – bro ... ther; mo ... ther, etc. The L then answers the question. The T should periodically change the question and/or the family members written on the board to make sure Ls are getting varied practice.</p>	<p>25 min</p>
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<p>W.1. writes labels on familiar objects in a picture or diagram.</p>	<p>on familiar objects in a picture or diagram (e.g., door, desk, chair, and eraser).</p>	<p>Task: Creating my family tree (reading to write)</p> <ol style="list-style-type: none"> Pre-writing Ls think about their family and decide on 5 to 8 family members they would like to write about, making sure to include different types of family members (not 5 different brothers/sisters) Drafting Ls follow the example provided by the teacher and adds a sentence choosing either <i>My _____'s name is _____</i>. Or <i>My _____ is ____ (description)_____</i>. Revising Ls check their family trees in pairs and sentences. Editing Ls complete and give family trees to teacher. <p>Post-task (writing to speak)</p> <ol style="list-style-type: none"> Planning Ls complete the All About Me profile from the previous week. 	<p>40 min</p>
<p>W.2. writes straightforward information about him/herself in short sentences.</p>	<p>W.2. write straightforward information about him/herself in short sentences or fill out that information in a form (questionnaire, card) with assistance such as using a dictionary or book, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization,</p>		

<p>SP.2. describes his/her family simply.</p>	<p>spelling, basic punctuation).</p> <p>SP.2. describe simply his/her family, for example who the members are, how old they are, where s/he lives.</p>	<div data-bbox="669 379 846 632">  </div> <p>2. Organizing Ls then use the All About Me profile and the family tree to present 5 facts about him/herself and family members. Facts can include use of and, but or because.</p> <ul style="list-style-type: none"> My mother is 47 years old and my father is 50 years old. I live in San Jose but I like Pocora. I have a big family because I have 5 brothers and sisters. <p>3. Rehearsing T may want to show an example of an introduction such as: <i>My family is big.</i> <i>We live in Pocora.</i> <i>I have 5 brothers and sisters.</i> <i>My father works and my mother also works.</i> <i>I like my very big family because we have fun.</i></p> <p>4. Using Ls present.</p> <p>Exit Ticket: Ls say one fact from their speech as they exit the classroom.</p>	
Options	Integrated Mini-Project		Time
<p>– Personal lapbooking, mobile, collage.</p>	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p>		<p>Adjust previous times listed above to allow 5 min</p>

<ul style="list-style-type: none"> – Self-portrait presentation using technology or cardboard. – Storytelling using TPR in groups 	<p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week's lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p> <p>Acting out: Practicing the mini-project in pairs or groups.</p> <p>For the week of presentation, learners focus on:</p> <p>Responding and sharing: Delivering and participating in peer assessment of mini-project.</p>	<p>each week.</p> <p>Group presentations can be week 5 or 6.</p>
Reflective Teaching		
What worked well	What didn't work well	How to improve

Enduring Understanding Reflection

How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

<i>Learner Self-Assessment</i>			
<i>I can...</i>	<i>Yes</i>	<i>No</i>	<i>In progress</i>
Write labels on a family tree.			
Complete a form about myself.			
Describe my family in a spoken presentation.			
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
Show how I have worked with others this week.			

Didactic Planning Weeks 5 and 6 Review and Integrated Mini-Project

Level: 7 th		Unit 1: Here I Am!	
Enduring Understanding: What a person thinks, feels, and belongs to makes her/him a unique person.			
Essential Question: What makes us unique?			
Learn to Know		Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame <input type="checkbox"/> Did Ls use all sentence frames? Vocabulary <input type="checkbox"/> Did Ls say aloud and write all vocabulary? Phonology <input type="checkbox"/> Did Ls recognize, articulate and produce phonological sounds?		Function <input type="checkbox"/> Did Ls use all functions? Discourse Markers <input type="checkbox"/> Did Ls practice connecting words: and, but, because?	Psychosocial Did Ls show evidence of ... <input type="checkbox"/> Being aware and committed to protecting the environment <input type="checkbox"/> Appreciating natural wonders Sociocultural <input type="checkbox"/> Did Ls practice idioms and quotes?
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	
		Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing	
<input type="checkbox"/> Did Ls achieve all learning outcomes?	<input type="checkbox"/> Can Ls do all tasks?	Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans.	
		Time Total: 120 min (3 lessons)	
		All of week 5 or 6	

Options	Integrated Mini-Project	Time
<ul style="list-style-type: none"> – Personal lapbooking, mobile, collage. – Self-portrait presentation using technology or cardboard. – Storytelling using TPR in groups 	<p>By allowing time for the Mini-Project each week for participating, thinking, and acting out, learners should now have a chosen project and determined content and strategies. In the presentation week Ls focus on:</p> <p>Responding and sharing: Participating in individual and peer assessment of mini-project.</p> <p>Teachers monitor</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did Ls use English during all aspects of Integrated Mini-Project? <input type="checkbox"/> How did project presentations reflect understanding and/or mastery of Can Do statements? <input type="checkbox"/> Did Ls put into practice the focus of Learning to Be and Live in Community? <input type="checkbox"/> Did the Integrated Mini-Project provide answers to the Essential Question? 	<p>All of week 5 or 6 of unit</p>

7th Grade – Resources for Lesson Plans

H	E	L	L	O
Hey	Howdy	Hey buddy	Hey guys	Dude
Hi there	Helllllooooo	Hello	Good morning	Good afternoon
Good evening	Good night	FREE	Hello. My name is ...	Hi boys! How are you?
Morning!	Hi! How you doing?	(Hugging)	(Shaking hands)	Hello
Hi	See you	Hi. I'm _(name)___	What are you up to?	Hey Hey

H	E	L	L	O
What are you up to?	Howdy	Good night	Hey guys	(Hugging)
Hi there	Hey Hey	Hello	Good morning	Good afternoon
Good evening	Morning!	FREE	Hello. My name is ...	Hi! How you doing?
Hey buddy	Hi boys! How are you?	Dude	(Shaking hands)	Hello
Hi	See you	Hi. I'm _(name)___	Hey	Helllllooooo

H	E	L	L	O
What are you up to?	Hey	Good night	Good evening	(Hugging)
(Shaking hands)	Hi. I'm _(name)___	Hello	Hi	Hey guys
Good afternoon	Morning!	FREE	Hello. My name is ...	Hi! How you doing?
Hey buddy	Hi boys! How are you?	Dude	Hi there	Hello
Good morning	See you	Hey Hey	Howdy	Helllllooooo

All about me ...

Status Photo Ask Question Milestone


Public
Post

Family

Basic Information _____

Full name : _____

Age: _____ years old

City : _____ 

Pets

Personal Information _____

Personality : _____

Favorite TV show: _____




Favorite food: _____

Physical characteristics: _____





Like






Dislike

My mood today:

Physical and Personality Characteristics Worksheet

	<p>What is his personality like? He is _____.</p> <p>A) Friendly B) Creative C) Shy</p>
	<p>What is his personality like? He is _____.</p> <p>A) Shy B) Intelligent C) Caring</p>
	<p>What is her physical appearance like? She is _____.</p> <p>A) Old B) Tall C) Young</p>
	<p>What is his personality like? He is _____.</p> <p>A) Shy B) Friendly C) Creative</p>

	<p>What is her personality like? She is _____.</p> <p>A) Shy B) Active C) Intelligent</p>
	<p>What is his physical appearance like? He is _____.</p> <p>A) Short B) Tall C) Young</p>
	<p>What is her personality like? She is _____.</p> <p>A) Caring B) Creative C) Shy</p>
	<p>What is his physical appearance like? He is _____.</p> <p>A) Old B) Tall C) Young</p>
	<p>What is his personality like? He is _____.</p> <p>A) Intelligent B) Friendly C) Active</p>

NUMBERS



one



two



three



four



five



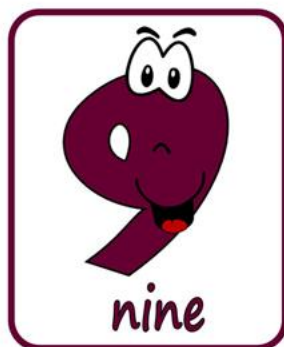
six



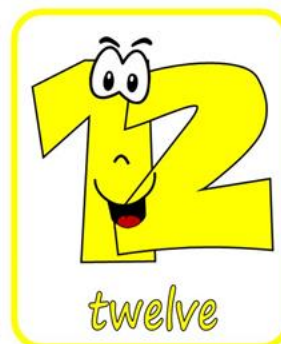
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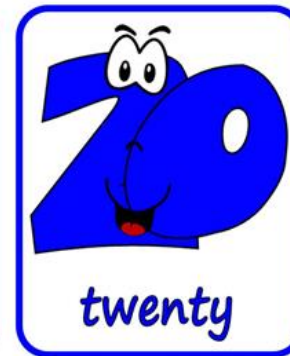


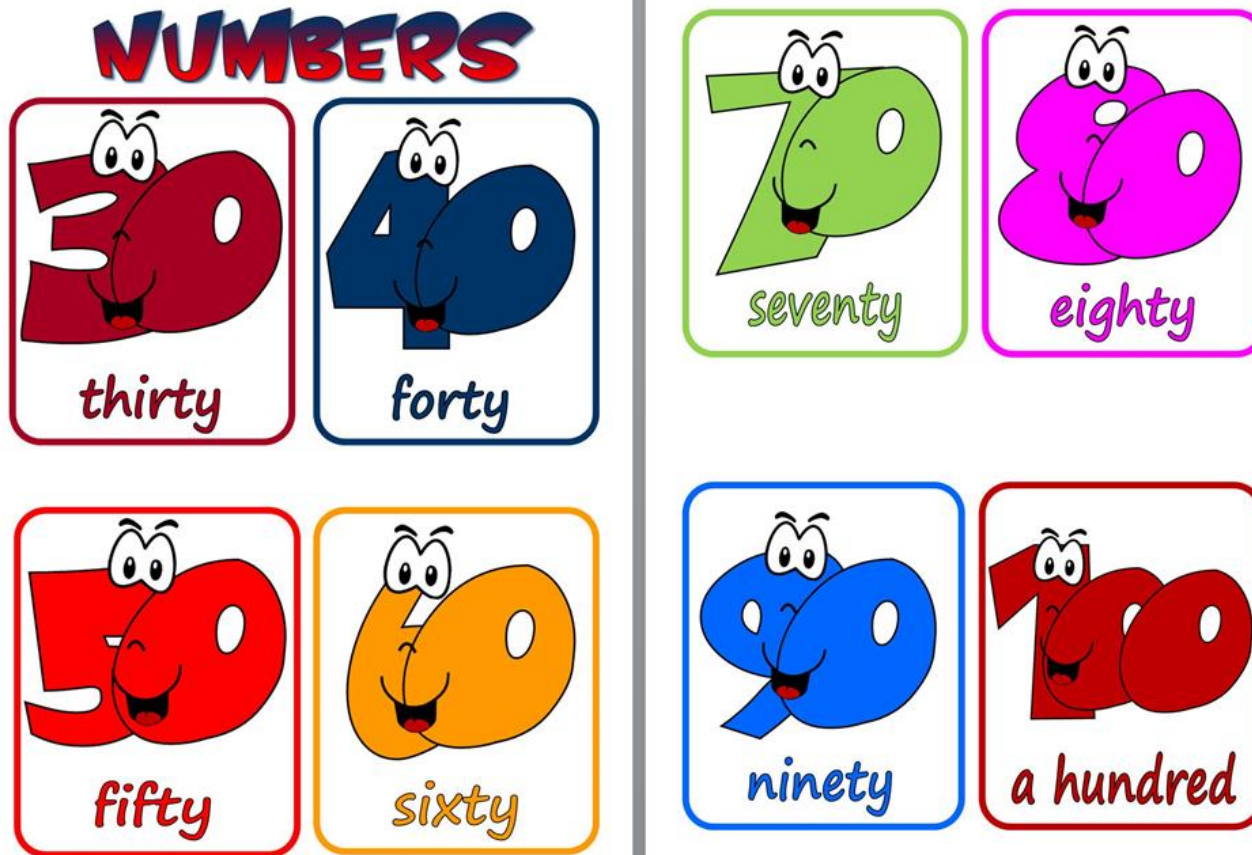
eight



NUMBERS







7th Grade – Short Texts & Dialogues

Dialogue 1

Teacher: Sasha, where are you from?

Sasha: I am from Bajo Los Indios.

Teacher: Great job! Peter, what is this? (teacher points to desk)

Peter: This is my desk.

Teacher: This desk is in our class. What else is in our class?

Students: This clock is in our class. This whiteboard and these chairs are in our class.

Teacher: Good job students! Now it is time to say goodbye because class is finished.

Students: Good bye teacher, see you tomorrow!

Teacher: See you later, class!

Dialogue 2:

(Natalie and Kimberly meet in the park after school. They have never met before.)

Natalie: Hello there!

Kimberly: Hey! What is your name?

Natalie: My name is Natalie. I am from San Isidro and am new here.

Kimberly: Nice to meet you. Welcome to San Pedro. How old are you?

Natalie: I am fourteen years old. How about you?

Kimberly: I am also fourteen! Do you go to school here?

Natalie: Yes, I go to the High school.

Kimberly: How is it going?

Natalie: So far so good!


Kimberly: I am happy to hear it! My class is very small, but our teacher is very nice

Natalie: How are your classmates?

Kimberly: They are very nice as well.

Natalie: That is good! I have to go to class now. See you later!

Kimberly: Take care!



Home

Overview

Work and Education

Places You've Lived

Contact and Basic Info

Family and Relationships

Details About You

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Social Links

Websites

BASIC INFORMATION

Birth Date

Birth Year

Gender

Religious Views

Political Views

Interested In

☐ Women
☒ Men

Option for form to complete in Week 2:

Dialogue 3:



MINISTERIO DE EDUCACIÓN PÚBLICA
Dirección de Desarrollo Curricular
Departamento de Tercer Ciclo y Educación Diversificada
Asesoría Nacional de Inglés



Joe: I am filling out the About section for a new Facebook page. I need your help!

Jill: Are you feeling ok? Why do you need help with basic information like your birth year and gender?

Joe: I'm cool with all that. I don't know what to say in the part that says About You.

Jill: Oh! You mean the section where you describe yourself?

Joe: Yes. How can I describe me?

Jill: You can say you are a very happy person but you are shy sometimes.

Joe: I am really scared in a crowd.

Jill: Don't be too negative. Why don't you say what excites you?

Joe: I am excited by soccer and good food!

Jill: There is your profile. Type that. You are ready!

7th Grade – Phonology

Theme Hello, Hi there, Hey, Bye	Theme Building Community	Theme Let's Get Personal	Theme Meet My Family
Phonology Segmenting a word into phonemes (/d/.../o/.../g/) and substituting initial, final and medial sounds Dad, grandma, old, daughter, hug, baby, etc.	Phonology Segmenting a word into phonemes (/d/.../o/.../g/) and substituting initial, final and medial sounds Dad, grandma, old, daughter, hug, baby, etc.	Phonology Segmenting a word into phonemes (/d/.../o/.../g/) and substituting initial, final and medial sounds Dad, grandma, old, daughter, hug, baby, etc.	Phonology Review
Clapping Names Have the students clap out their names and take notice of the amount of syllables that are present in their names. The purpose of this activity is to have them notice the syllabic construction of words.	Finding Things After having gone over the segmentation of words with your students have them isolate specific sounds in words. An example would be to have them identify which words have the phoneme [e] as in RED from the following get, beg, well, head, left, test. Have the words be descriptive adjectives that fall in line with the theme of the week.	Finding Things Have the students repeat the exercises from the previous week and review some of the vocabulary words from the prior theme. Once you have completed that have them continue with the same activity but instead have them isolate sounds from this week's theme.	Syllable/ Finding Things Review Have students look over the vocabulary list from the three topics discussed in the unit. As a review have them segment words from the vocabulary discussed into syllables and practice the isolation activity with them. As an oral activity have them describe their family in a set of simple sentences and assess them on their pronunciation.

Identifying Sounds

Objective: To introduce learners to listening for sounds.

1. For this activity, learners begin by closing their eyes and listening to different classroom objects. Ex. Pencil sharpener, pages turning in a book, coughing, sneezing, etc. (See full list of options below.)
2. The teacher demonstrates and then prompts Learners to suggest what it may be. (Although discouraged, Spanish explanations may be accepted.)
3. After a variety of sounds are distinguished (6-7) the teacher quizzes the students on what sounds they hear. (If Spanish was allowed, at this point, the class uses the English vocabulary solely.)
4. After solitary sounds are identified, the teacher should include 2 -3 different sounds to be identified sequentially.

5. After going through these sounds a few times, the teacher moves on into specific vocabulary of the week.
 - a. The teacher first repeats a word at least 3 times. Example: Dog ... Dog ... Dog
 - b. The teacher then models each phoneme of the word. Example: /d/ /o/ /g/
 - c. Then, using similar vocabulary, the teacher challenges the students to distinguish separate but similar vocabulary words by having them announce each phoneme of the spoken word to separate it from its similar counterpart possible examples: dog, log, lug, smug, rug, jog.

POTENTIAL SOUNDS

banging on wall/table/lap	opening window or drawer
blowing	pouring liquid
blowing a whistle	ringing a bell
blowing nose	rubbing hands together
clapping	scratching
clicking with tongue	sharpening a pencil
closing purse	slamming a book
coloring hard on paper	smashing crackers
coughing	snapping fingers
crumpling paper	stamping
cutting with a knife	stirring with teaspoon
cutting with scissors	tearing paper
dropping (various things)	tiptoeing
drumming with fingers	turning on computer
eating an apple	walking
folding paper	whistling
hammering	writing on board
hopping	writing with a pencil
noisy chewing	

Clapping names

Objective: To introduce the learners to the nature of syllables by leading them to clap and count the syllables in their own names.

1. When introducing this activity, model it by using several names of contrasting lengths. Pronounce the first name of one of the learners in the classroom -- syllable by syllable -- while clapping it out before inviting the learners to say and clap the name along with you. After each name has been clapped, ask "How many syllables did you hear?"
2. Once learners have caught on, ask each to clap and count the syllables in his or her own name. Don't forget last names, too! It is easy to continue clapping other words and to count the syllables in each. If a name has many syllables, you may need to let learners count the syllables as they are clapping.

Variations

- Ask the learners to clap and count the syllables of their first and last names together.
- After determining the number of syllables in a name, ask the learners to hold two fingers horizontally under their chins, so they can feel the chin drop for each syllable. To maximize this effect, encourage the learners to elongate or stretch each syllable.
- As follows, this activity can be done to a rhythmic chant, such as "Bippity, Bippity Bumble Bee":
 - Bippity, bippity bumble bee, Tell me what your name should be.
 - (Point to a learner; that learner responds by giving his name. Class repeats name out loud. Continue with one of the following:
 - "Clap it!" (Learners repeat name, enunciating and clapping to each syllable.)
 - "Whisper it!" (Learners whisper each syllable while clapping.)
 - "Silent!" (Learners repeat name, silently enunciating syllables with mouth movement.)

Finding things: Initial phonemes

Objective: To extend learners' awareness of initial phonemes by asking them to compare, contrast, and eventually identify the initial sounds of a variety of words.

Materials needed: Picture cards

1. Spread a few pictures out in the middle of the circle of learners.
2. Ask the learners to find those pictures whose names start with the initial sound on which they have just been working. As each picture is found, the child is to say its name and initial phoneme as before (e.g., f-f-f-f-ish, /f-f-f-f/, fish).

Listening for Vowels (with audio)

Source: <http://usefulelenglish.ru/phonetics/listening-for-vowels>

[i:] as in SEE

be – tea – read – feel – keep – compete;

[i] as in HIT

pick – big – give – miss – English – city;

[e] as in RED

get – beg – well – head – left – test;

[æ] as in CAT

bad – pack – tag – land – happy – match;

[a:] as in CAR

far – hard – sharp – large – calm – father;

[o:] as in MORE

form – short – law – pause – call – war;

[o] as in NOT

hot – lock – rob – stop – possible – dollar;

[u:] as in RULE

true – flew – move – food – choose – group;

[yu:] as in USE

unit – huge – cute – music – few – beautiful;

[u] as in BOOK

look – good – put – full – sugar – could;

[ə] as in SIR

first – bird – hurt – search – work – better;

[ə] as in BUT

fun – luck – son – away – useful – famous;

[ei] as in RAY

may – take – name – save – wait – pain;

[ai] as in RIDE

my – life – find – time – advise – deny;

[au] as in HOW

now – down – shout – proud – mouth – count;

[oi] as in BOY

toy – noise – point – boil – avoid – employ;

[ou] as in NO

show – home – road – told – open – hero;

Before final R:

dear – fear – near – beer – here;

hair – fair – pair – care – bear;

poor – tour – sure – cure;

fire – hire – desire – require;

hour – sour – flower – power.

Listening for Consonants

Source (with audio): <http://usefulenglish.ru/phonetics/listening-for-consonants>

[p] as in PEN

pan – part – piece – pay – press – tip;

[b] as in BE

baby – best – bought – burn – but – rob;

[t] as in TEN

tap – town – turn – try – pity – little;

[d] as in DO

deep – dark – dull – day – drop – bad;

[k] as in KATE

kick – cause – cool – cut – kind – talk;

[g] as in GO

get – garden – game – girl – grow – rug;

[f] as in FEEL

fit – fast – phone – fly – free – laugh;

[v] as in VERY

vivid – vote – even – every – active – five;

[θ] as in THIN

thank – thought – third – throw – author – fifth;

[ð] as in THIS

that – then – those – mother – bathe – breathe;

[s] as in SO

see – saw – send – sad – some – say – kiss;

[z] as in ZOO

zero – zipper – zone – busy – rise – lose;

[sh] as in SHOW

shoot – shut – shine – nation – special – push;

[zh] as in BEIGE

usually – visual – vision – measure;

[h] as in HE

help – hand – hurt – hate – hide – how;

[ch] as in CHEESE

check – chance – child – church – rich – watch;

[j] as in JUST

join – joke – gym – large – bridge – manage;

[m] as in ME

more – move – much – make – memory – come;

[n] as in NO

need – never – normal – not – new – win;

[ŋ] as in SING

singer – singing – hang – bring – long;

[l] as in LIVE

let – learn – love – loud – close – will;

[r] as in RED

real – rat – run – drink – car – rare;

[w] as in WE

wet – word – way – swim – twice – quick;

[y] as in YES

year – yard – young – use – fuel – million.

7th Grade – Optional Activities

Theme 1: Hello, Hi there, Hey, Bye

Warm Up Activities

Entrance tickets/tasks:

- Greet learners at door with different salutations, student must repeat the salutation before entering the room. Include Total Physical Response by incorporating:
 - a wave,
 - thumbs up,
 - handshake,
 - index finger and middle finger flicked off forehead in a salute,
 - two hands shaking in mid-air,
 - high five.
- Learners pull a stick with a greeting or leave taking example written on it as they come to the classroom door. Teacher greets learners with the greeting AND/OR leave taking. Those who receive a “Hello” (or other greeting) may enter the classroom. Those who receive a “goodbye” (or other example of a leave taking) must go to the end of the line until they draw a greeting from the container. Then they can enter the classroom.
- Teacher demonstrates greetings and leave takings by standing at the door. As he/she introduces a greeting, he/she walks into the room, saying the greeting. As he/she introduces a leave taking, he/she walks out of the door, saying the leave taking.

Songs:

- After introducing vocabulary, play a song that has Hello or other greetings/leave takings. Learners wave or use other appropriate gesture to indicate when they hear the sound.
 - “Hello, Goodbye” by the Beatles https://www.youtube.com/watch?v=rblYSKz_VnI
 - <http://www.theguardian.com/music/2015/oct/23/seven-songs-to-say-hello-from-adele-to-ice-cube>
 - “Hello” by Adele -- <https://www.youtube.com/watch?v=YQHsXMgIC9A>
 - “Hello, I love you” by the Doors -- <https://www.youtube.com/watch?v=8f1z-nHvt3c>

- “Hey Jude” by the Beatles -- https://www.youtube.com/watch?v=A_MjCqQoLLA
- “Hello” by Lionel Richie -- https://www.youtube.com/watch?v=b_ILDFp5DGA

Other Activities:

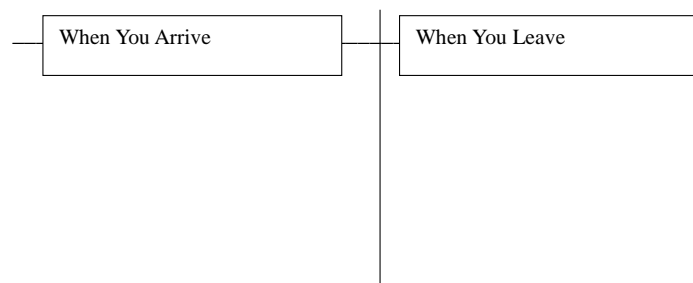
- Learners listen for the greetings in these video clips of Costa Rican soccer players sharing how English Is Important! Learners can wave whenever they hear the greeting.
<https://www.youtube.com/watch?v=K-UWPekOYdA>
- Use I Say Hello, You Say Goodbye from Cyber for Teens
http://cyberlab.ucr.ac.cr/cyberlab/septimo/cyberlab_7th/index.html
- Use I Say Hello, You Say Goodbye materials for teachers from CyberLab
http://cyberlab.ucr.ac.cr/cyberlab/teachersguides/teachersguide_7th/unit1_7th_guide.pdf
- Use any of the plans from <http://englishpost.org/2014/10/14/greeting-introduction-and-leave-takings/>

Activating Prior Knowledge -- Brainstorming

- Adaptation of essential question: What is a unique way to say hello in Costa Rica?
- Learners write all the greeting/leave-takings they know or have heard down on little sheets of paper. Teacher collects little sheets of paper and learners then draw from the collection and places greeting/leave taking in the correct greeting or leave- taking section written on the board. Example: “hey dude” would be placed in the “greeting” box.
 - Learners recall every English word they know. At the cue to start, they must keep repeating the words – beginning softly and growing in volume. All learners must speak at once, keep talking and getting louder. Then at the word HELLO, students stop talking. Practice several times with teacher pointing out words they hear that are greetings or leave takings. Teacher then asks – in Spanish -- if everyone speaks at once can we hear what everyone has to say? (No) What are rules of the classroom that will help us learn better. Develop at least three Rules for the Classroom (in Spanish) and then write for all to see in English. (In later lessons such as Building Community, add to this list.) Examples are:
 - Respect your classmates.
 - Do not speak when others are speaking.
 - Help your classmates when they are confused.
 - NOTE: Could use a Spanish Hat or other item that is to be used when someone needs to ask a question and cannot in English.
- Learners list all the ways Ticos say hello and goodbye and use a T-chart to indicate if they are Formal or Informal.

Introducing different text types (visual aids, technology, graphic organizers, etc.)

- Students use a T-chart to place vocabulary words in categories of greetings and leave takings: When You Arrive/When You Leave.



- Worksheets for greetings https://en.islcollective.com/resources/search_result?Vocabulary_Focus=Greetings

Oral and Written Comprehension

- See below for a worksheet on matching phrases for basic interaction.
- Use the greetings video from Say It in English.
<https://www.youtube.com/watch?v=USegqYq23j0&ebc=ANyPxKrM8IfuRHzdIfccepISF0HPeLrwZFC8i7POMoGPqZXqYo6TPSCOXmg8OL7IrzeMCCTg-UgbX-5-IKc9SGvoYhYQHMPf0Q>
- Play the video of Adele's "Hello" as presented with movie clips. Learners wave hands when "hello" and the example of a polite expression "I'm sorry" is expressed. <http://www.thedailybeast.com/videos/2015/12/04/watch-adele-s-hello-as-told-through-classic-movie-clips.html>
- In pairs, learners listen and repeat greetings from <http://www.esolcourses.com/uk-english/beginners-course/unit-1/personal-information/introductions-greetings.html>
- Using the graphic organizer below, learners determine if greetings and leave takings are formal or informal.
- In pairs, learners listen to the video English Is Important! and identify what greetings are used at the beginning of the video and what leave takings are used at the end. <https://www.youtube.com/watch?v=6hztgqxJ3bM>

- Introduce “because” with the following sentence frames:
 - I say __hi__ to my mother because I know her well. (informal)
 - I say __hello__ to a stranger because I do not know him. (formal)
 - I say __hey__ to my friends because I know them well. (informal)
 - I say __nice to meet you__ to a stranger because I do not her. (formal)
- Use the video Greeting Etiquette from Around the World. Learners read and then act out descriptions of greetings/handshakes when country is called/or sign is held up. Matching exercise of actions with countries can also check for Learner’s comprehension.
https://www.youtube.com/watch?v=D_hBK8Ni4yQ
- Use the slide show of written versions of 21 Ways to Say Hello and Goodbye in American English.
<http://www.englishandculture.com/blog/bid/90523/21-Ways-to-Say-Hello-and-Goodbye-in-American-English> Print the explanations of the 21 ways to Say Hello, and, after providing pre-reading definitions of “casual” and “formal” distribute the explanations to learners. Learners then go to one of two areas that are marked Formal and Casual based on what type of greeting the strip is. (Note: Could use Formal and Informal).
- Worksheets for greetings
https://en.islcollective.com/resources/search_result?Vocabulary_Focus=Greetings
- Use I Say Hello, You Say Goodbye from Cyber for Teens
http://cyberlab.ucr.ac.cr/cyberlab/septimo/cyberlab_7th/index.html
- Use I Say Hello, You Say Goodbye materials for teachers from CyberLab
http://cyberlab.ucr.ac.cr/cyberlab/teachersguides/teachersguide_7th/unit1_7th_guide.pdf
- Use any of the plans from <http://englishpost.org/2014/10/14/greeting-introduction-and-leave-takings/>

	Formal	Informal	Formal AND Informal
Hello			
Hi			
Hi there			
Hey			
Good morning			
Good evening			
Howdy			
Hey buddy			
Goodbye			
See you later			
Bye bye			
Check you later			

Nice to have made your
acquaintance

GREETINGS – DIALOGUES I

Hi! I'm _____.
name
Nice to meet you.

My name is _____.
name
Nice to meet you too.

Are you from
_____?
name

Yes, I am. How about you?

Or

No, I'm not. I am from
_____. And you?
City/Country

I am from _____.
City/Country

That's great! How old are you?

I'm _____.
age

Oh! I'm _____.
age
Or
Oh! I'm _____ too!
age

GREETINGS DIALOGUES II

Hello, _____.
name

Oh, hi, _____.
name
Great to see you again.
How are you?

**Not bad, thanks. What
about you?**

Good, thanks.

Hello!	How are you?	Good, thanks!	And you?	I'm great!
Hi!	How are you doing?	Not bad, not bad!	How about you?	I'm fantastic!
Hey!	How are you going?	Alright, thanks!	What about you?	Very well, thanks!
Alright!	Are you alright?	I'm OK!		Pretty good!

GREETINGS DIALOGUES III

General Greetings - Rules of Etiquette

Thank you!

You're welcome!

Thanks a lot.

Any time!

See you later!

See you!

Goodbye!

Oral and W

- Recreate the pre-teaching exercise when the teacher demonstrated greetings and leave takings by standing at the door. This time, learners draw a phrase from a bag or box. The learners then must say the phrase aloud and indicate if the phrase is a greeting (opening the door) or a leave taking (leaving out of the door).
- Prepare scenarios which can be pantomimed by learners. The scenarios can be written in English and orally translated by teacher for learner who must act it out or can be drawn. After pantomime, learners must select an appropriate greeting or leave taking phrase.

Examples of scenarios:

- Getting on a bus and handing money to the bus driver
- Getting off a bus
- Meeting someone at a restaurant
- Lunch is over and you must leave your friend
- Coming home from school and seeing your mom
- Your father drives you to school and you are leaving the car
- Entering class and you see your friends
- Seeing your teacher in the cafeteria
- Hello My Name Is – Learners receive a nametag (see below). They select a famous person they would like to be and fill in the nametag. Then they follow instructions such as:
 - Say hello to a person with a ____ (letter) in their name.
 - Say goodbye to a famous athlete.
 - Say hello to a famous actress.
 - Say goodbye to a person with two names.
 - (other options can be created)
- When do you say hello?
- When do you say goodbye?
- What do you say when ____? (Use scenarios above)
- Stand Up If – Learners play a game after hearing the following words and meanings Hello, Hey, Howdy, Hey buddy, Hey guys, and happy, sad, excited, and bored. Game is played with learners seated in a circle. Learners sit in circle. One learner is in the middle of the circle and has no chair. That learner says, “__(Greeting)__. I am __(adjective)__. Stand up if you are too.” All students who are that adjective must stand up and find a new seat.

- Complete a Frayer Model on Greetings and Leave Takings.
<http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/pdf/files/2.pdf>
- Worksheets for greetings
https://en.islcollective.com/resources/search_result?Vocabulary_Focus=Greetings
- Several options for worksheets, powerpoint presentation and more here: <http://englishpost.org/2014/10/14/greeting-introduction-and-leave-takings/>
- Use I Say Hello, You Say Goodbye from Cyber for Teens
http://cyberlab.ucr.ac.cr/cyberlab/septimo/cyberlab_7th/index.html
- Use I Say Hello, You Say Goodbye materials for teachers from CyberLab
http://cyberlab.ucr.ac.cr/cyberlab/teachersguides/teachersguide_7th/unit1_7th_guide.pdf

Theme 2: Building Community

Warm Up Activities

Entrance tickets/tasks:

- Greet each learner at the door with a greeting from the first Theme. Wait to let them in until they have responded with an appropriate greeting.
- As a Do Now activity for learners to work on while others are arriving, write in Spanish – Que le hace sentir feliz cuando llega a aula? Por favor, escribe en su papel. Discuss in Spanish and then summarize main points and write those words in English on the board. Possible words could be: respect, listening, being heard, fun activities, learn something.
- Line learners up on opposite sides of the room. Demonstrate how they will all walk to the middle of the room and greet their partner with some form of physical contact - handshake, fist bump, high five - then have a quick conversation using the phrases they've learned, say goodbye, and cross the room. Have the whole group do this at once. Switch partners and physical contact the students use. Repeat. Throw some silly "secret handshake"-type greetings into the mix.

Songs:

- "We Are Going to Be Friends" by The White Stripes <https://www.youtube.com/watch?v=GTu5ltfX2dw>

- “You’ve Got a Friend in Me” by Randy Newman
https://www.youtube.com/watch?v=EcXURC_nNhc
- “Lean on Me” by Bill Withers
<https://www.youtube.com/watch?v=MYI0AoXIOwE>
- “I’ll Be There For You” by The Rembrandts
<https://www.youtube.com/watch?v=0uaNr5y1tkU>
- “Count on Me” by Bruno Mars
<https://www.youtube.com/watch?v=yJYXltns2ik>

Other Activities:

- Introduce the Spanish Hat – Teacher wears a Spanish hat (colorful and labeled as a Spanish Hat) as he/she hands out tokens to learners and briefly explain, in Spanish, that Spanish can only be spoken when wearing the hat, that a token will be lost for each use of Spanish without the hat (including for teachers), that learners will receive a prize on a regular basis (weekly, monthly, etc.), and that the “Say It In English!” board will be used to help them remember how to ask their questions in English. (Say It in English board will include phrases such as Can I go to the bathroom? How do you say ____? Can I drink some water? Can you repeat ____? How do you pronounce ____?)

Bestow the powers of the Spanish Hat on the whole group (e.g. pass hat over the whole group) and do a simple get-to-know you activity: ask each learner to introduce themselves and tell the group something they like to do.

- Use activities listed in CyberLab for Teachers “Pay Attention!”
http://cyberlab.ucr.ac.cr/cyberlab/teachersguides/teachersguide_7th/unit3_7th_guide.pdf
- Use worksheets from CyberLab for Students “Pay Attention!”
http://cyberlab.ucr.ac.cr/cyberlab/septimo/cyberlab_7th/index.html

Activating Prior Knowledge -- Brainstorming:

- Adaptation of Essential Question for Theme of Building Community: What makes our class unique?
- Brainstorm polite expressions in Spanish. Learners indicate if they know the equivalent in English.
- Brainstorm rules learners have seen printed or said in English.

- Brainstorm what is community? Or what makes for a class of happy learners?

Introducing different text types (visual aids, technology, graphic organizers, etc.)

- Use a cluster group organizer for rules or polite expressions for the classroom.
 - <https://www.eduplace.com/graphicorganizer/pdf/cluster.pdf>
 - <https://www.eduplace.com/graphicorganizer/pdf/clusterweb2.pdf>
 - https://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf
- Use signs related to no bullying, quiet, respect:
 - <https://www.pinterest.com/ashleynelson997/bullying/>
 - <https://www.pinterest.com/search/pins/?q=schools%2C%20signs%20for%20classroom&rs=typed&0=schools%2C%20signs%20for%20classroom%7Ctyped>
 - <https://www.google.com/search?q=quiet+school+zone+signs&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjP1uOq2cjLAhVFHR4KHT5gD94QsAQIHA&biw=1920&bih=947>

Oral and Written Comprehension

- Use activities listed in CyberLab for Teachers “Pay Attention!”
http://cyberlab.ucr.ac.cr/cyberlab/teachersguides/teachersguide_7th/unit3_7th_guide.pdf
- Use worksheets from CyberLab for Students “Pay Attention!”
http://cyberlab.ucr.ac.cr/cyberlab/septimo/cyberlab_7th/index.html
- Write actions in Spanish that are examples of NOT following classroom rules. Learners draw a behavior and act out what is written when you point to them. Others must identify what rule that behavior is breaking.
- Minions Explain Classroom Rules video -- <https://www.youtube.com/watch?v=ddvTFgzK55M>
- School Rules with music and written rules --
<https://www.youtube.com/watch?v=oKWD526INTc>

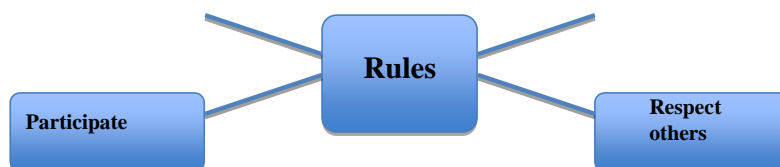
Oral and Written Production

- Students draw a picture next to each command to illustrate the meaning. Practice pronunciation.
- Teacher May I? – Learners line up against wall. Have actions such as “take a giant step” or “take two baby steps” or “jump two times” written on slips of paper in a cup. Learners must say one polite phrase or action from vocabulary list. When they do, teacher draws an action (actions to have been previously modeled) and learners must move toward teacher by doing that action. Object is to get all learners to the teacher.
- Happy face Vs Sad face -- Divide the board into two and put a smiley face and a sad face at the top of the two columns. Give learners examples of types of behavior, and as a group decide which column to put them in. Use mime to communicate messages. For instance, mime using a mobile phone. Ask learners, is it ok to use your phones in the class?” Establish that it’s not ok and write ‘using mobile phones in the class’ in the sad column. When class has determined 2-3, divide learners into groups and to add as many things as they can to the columns. Then collate all the groups’ answers together on the board. Note: Teachers should have clear ideas of what needs to be in the columns beforehand and can adapt them according to the learners’ contributions.
- Play Question Relay Race -- Whisper different classroom commands to the first learner in each line. The first learners perform the corresponding gesture to the second learner in their line. The second learners must then say the correct commands to the third learner. The third learners then perform the correct gestures to the fourth. The first team to correctly finish wins.
- Create a Say It In English board. List the following with the words that are underlined printed separately as a matching activity. Learners will match the word with the question. When possible the questions should remain visible in the classroom for the year.
 - May I come in?
 - Could you repeat please?
 - May I go to the restroom?
 - How do you say this in English?
 - How do you say/pronounce _____?
- Complete the Classroom Commands Worksheet (see below).
- Introduction to classroom rules -- Discuss classroom behavior with students. Use a concept map to visually organize students’ ideas. Write “Rules” in the center circle of the concept map. Then, list student suggestions around the circle.

Concept Map (example)

Speak English
Only!

Raise your
hand



Create a poster with classroom rules generated by learners on it in English. If learners do not brainstorm these, consider:

- Show respect for everyone around you.
- Participate, and support others when they participate (NO-TEASE ZONE).
- Use only English in English class unless you wear the Spanish Hat.
- Raise your hand.

Learners hear rules in Spanish (while teacher wears Spanish Hat) and write the rules in their notebooks.

- Play Hot Potato. Write each rule in Spanish on a small piece of paper. Learners stand in a circle and toss a ball around while the teacher plays music. When the music stops, the learner with the ball has to choose a piece of paper. Learners read a rule in Spanish, and match with the English rule on the Poster. Explain the consequence to each rule.
- Use activities listed in CyberLab for Teachers “Pay Attention!”
http://cyberlab.ucr.ac.cr/cyberlab/teachersguides/teachersguide_7th/unit3_7th_guide.pdf
- Use worksheets from CyberLab for Students “Pay Attention!”
http://cyberlab.ucr.ac.cr/cyberlab/septimo/cyberlab_7th/index.html

Theme 3: Let's Get Personal

Warm Up Activities

Entrance tickets/tasks:

- Learners are told they can enter the class if they use a polite expression that they learned in Theme 2. For example, May I come in? May I enter? Please.
- Vocabulary Hunt – Give learners a list of items they must find in the classroom. All items must be previously labeled with a post-it note or piece of paper taped to it. Include classroom objects as well as a map of Costa Rica, a map of your community. Learners can check off when they find the item or can be asked to take photos to prove their work.
- Use Hello My Name Is tags from Theme 1. Give each learner a name tag that includes the name of someone famous they will know and one sentence to add to make an introduction. For example, when they meet after they enter the room, they must say, Hello. My name is Keylor Navas. I am fast. Encourage learners to meet as many people as possible. Assess learning by asking each learner to fill in the blank when you call on them and say “This is Keylor Navas. He is ____.”

Songs:

- “Hello, I Love You” by The Doors
<https://www.youtube.com/watch?v=D4o46HKMdL0>
- “Hello” (simple song with How are you? And I’m ____)
<https://www.youtube.com/watch?v=tVlckp3bWH8>
- “What’s Your Name?” by Usher (use only first verses)
https://www.youtube.com/watch?v=hcAf0_cDIz0
- “Hello. How are you today?” (simple song with puppets)
<https://www.youtube.com/watch?v=teMU8dHLqSI>

Other Activities:

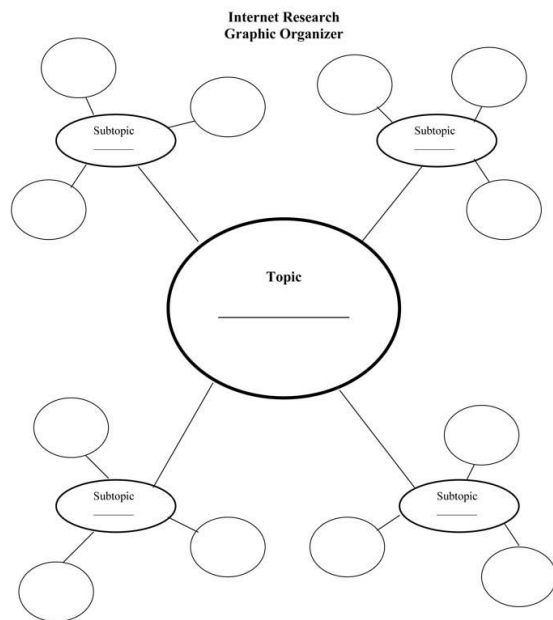
- For emotions ... Use brief clips from the following featuring only the adjectives/emotions in order to introduce the vocabulary:
 - Happy -- <https://www.youtube.com/watch?v=y6Sxv-sUYtM> (Happy by Pharrell Williams)
 - Sad -- <https://www.youtube.com/watch?v=8oi9KuFoHMc> (Sad Beautiful Tragic by Taylor Swift)
 - Angry -- <https://www.youtube.com/watch?v=wr9BCVdCCqg> (Interlude: Moving On by Paramore)
 - Excited -- <https://www.youtube.com/watch?v=i9l0xIU8n6Y> (Let's Get Excited by Alesha Dixon)
 - Frustrated -- <https://www.youtube.com/watch?v=5NPBlwQyPWE> (Complicated by Avril Lavigne)
 - Annoy(ed) -- <http://www.metrolyrics.com/woman-i-love-live-from-prague-lyrics-jason-mraz.html> (Woman I Love by Jason Mraz)
 - Threatened -- <https://www.youtube.com/watch?v=XAYJa9-BOW8> (Threatened by Michael Jackson)
 - Furious -- https://www.youtube.com/watch?v=ZaV3OuLI_Vs (Furious Love by Veridia)
 - Bored -- <https://www.youtube.com/watch?v=7NuaK29J1fM> (I'm Bored by Iggy Pop)
 - Satisfied -- <https://www.youtube.com/watch?v=5aWUdMQPCss> (Satisfied by Aranda)
 - Shocked -- <https://www.youtube.com/watch?v=VVdSLJntU-g> (Shocked by Kylie Minogue)
 - Scared -- <https://www.youtube.com/watch?v=0gNWSeZ5obU> (I'm Not Scared by Pet Shop Boys)
 - Shy -- <https://www.youtube.com/watch?v=MoLpCINFPps> (He's So Shy by Pointer Sisters)
 - Disappointed -- <https://www.youtube.com/watch?v=Nhb3U-cWTmw> (Disappointed by Nat and Alex Wolff)
- For where do you live – Learners mark with an x where they live on large map of communities surrounding the school.
- For how old are you -- Play "Pass the Parcel Numbers 11-20" Before class get 20 sheets of A4 paper and write a number (1-20) on each sheet. Shuffle the papers up so they are ordered randomly. Now make your parcel – roll one sheet of paper onto a ball (with the number on the inside) and then wrap the next sheet (number inside) around the ball. Keep wrapping the sheets around the ball until all are used up and you have a parcel. If you like, you can include a small sweet with each sheet of wrapped paper. In class, get everybody to sit in a circle. Play some music and have everybody pass the parcel around the circle until you stop the music. The person holding the parcel when you stop the music can unwrap the first layer. Ask for that sheet of paper and stick it on the board with the number showing. At this point there is no need to teach the number. Start the music again and then stop it after the parcel has been passed around a while. The student holding the parcel can unwrap the next sheet and look at the number. S/He should then stick it on the board either to the left or right of the number already there, depending on if it comes before or after that number (e.g. if the first number was 15 and the second one is 19, then it should be placed after the 15). Keep playing "Pass the Parcel" until all the numbers are stuck on the board in the correct order 1-20. Review pronunciation and check for comprehension by asking learners to move to the board and touch numbers when randomly called out.
- For sample dialogues: <http://www.eslfast.com/robot/topics/smalltalk/smalltalk01.htm>

Activating Prior Knowledge -- Brainstorming

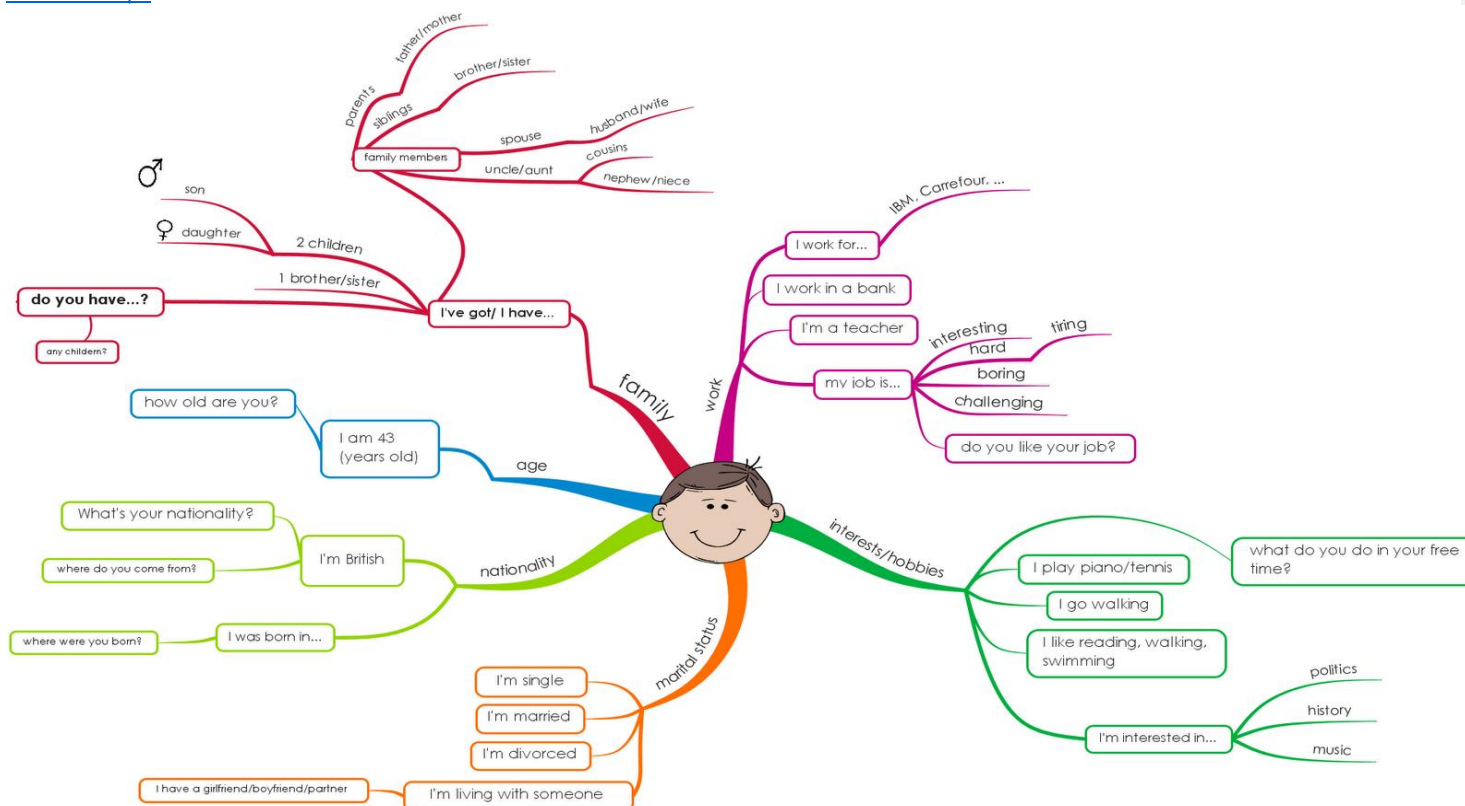
- Adaptation of Essential Question: What makes you different from other learners in the classroom? (my home, my family, what I like to do, etc.)
- Complete a Know/Want to Learn/Have Learned chart in Spanish about meeting a famous English-speaking person. Summarize and present questions in English.
- Continue building Rules for the Classroom by adding:
 - How do you say _____ in English?
 - How do you say/pronounce _____?

Introducing different text types (visual aids, technology, graphic organizers, etc.)

- Use cluster graphic organizer below to create “picture” of class with answers to:
 - What’s your name?
 - How old are you?
 - Where do you live?



• [Use Mindmaps](#)



Oral and Written Comprehension

- Following can be done after introducing I am ____ sentence frame and Where are you from?
- Use the Profe en Casa videos:
<http://www.mep.go.cr/educatico/identification-personal-information>
<http://www.mep.go.cr/educatico/identification-using-personal-information>
- Use the English Is Important! video and identify greetings and leave-takings as well as personal information about one of the speakers.
<https://www.youtube.com/watch?v=6hztgqxJ3bM>
- Cut dialogues (below) into strips. Learners work in pairs to put the statements in order and then practice the dialogues. Can add additional questions after students have learned these phrases.
- Use clips from famous interviews such as this one from Inside the Actors Studio with the cast of The Simpsons:
<https://www.youtube.com/watch?v=RAcUMUcG6Uk> or the entire hour long interview which could be edited for portions is at <https://vimeo.com/115887786>
- For age ... Introduce question, how old are you? Learners count out coins to show knowledge of numbers.
- For “where are you from?” – Learners name communities and use the room as a “map” with school in center to identify who lives where.
- Interviews -- Start with a 5-10 minute brainstorming session to come up with questions. Write questions on board. Learners write same questions in notebooks. Pair learners and have them interview each other. After orally interviewing, learners then learn they must write answers in notebook. Learners can present their partners to the rest of the class by using the answers provided during game time. You can turn this into an even more elaborate game by making the interviews homework and having learners present their partners to the class without giving the identity of the partner. The class then has to guess the identity of each person based on the details that are presented.
- Use activities from CyberLab: http://cyberlab.ucr.ac.cr/cyberlab/septimo/cyberlab_7th/index.html (Students)
http://cyberlab.ucr.ac.cr/cyberlab/teachersguides/teachersguide_7th/unit2_7th_guide.pdf (Teachers)
- Use activities from Practice slideshow found here: <http://englishpost.org/2013/03/07/identification-of-oneself-to-others-personal-information/>

Oral and Written Production

- Name Game – Learners form two teams and sit separate circles. Tell the teams that they are going to race each other to say everyone's name in their team. Give the first learner in each team a ball. The first student begins by saying their name, e.g. I'm Tom. The first learner then passes the ball to the second. The second learner repeats the first learner's name and then adds their own name, e.g. He's

Tom, and I'm Kate. The second learner passes the ball to the next. The next learner continues, e.g. He's Tom. She's Kate, and I'm Amiko. This continues until all the names have been said. If a learner forgets the name of a teammate, the team starts over from the first. The first team to finish wins a point. You can carry on the game with other personal information, e.g. age, height, etc.

- Use activities from CyberLab: http://cyberlab.ucr.ac.cr/cyberlab/septimo/cyberlab_7th/index.html (Students)
http://cyberlab.ucr.ac.cr/cyberlab/teachersguides/teachersguide_7th/unit2_7th_guide.pdf (Teachers)
- Create a list of famous people that the class would enjoy meeting. In pairs, allow learners to draw the name of one of the famous people and work together to develop a list of Wh questions they would want to ask. After creating the questions, learners practice asking them to each other. Could use a KWL chart. (<http://www.readwritethink.org/files/resources/printouts/KWL%20Chart.pdf>)
- Learners review sentence frames of Hello, How are you?, Where are you from? How old are you? by "meeting" others in classroom for three minutes. Call time and ask how many learners each talked to.
- Learners complete the Self-Introduction worksheet in the Appendix.
- 2 Yes and a No – Ask learners to complete the following with two things that are true about them and one that is not. They can choose what they want to be true. Sentences:
I was born on _____. I live in _____. I am ____ (adjective) _____. Collect writing. Read aloud and encourage learners to guess who the writer is.
- Snowball Fight -- Give each learner a piece of recycled paper. Ask them to write their name and five things about themselves on the paper. Then, split the class into two teams and have them stand facing each other at opposite sides of the classroom. Tell the learners to crumple up their paper into a snowball. When you say go, the snowball fight commences. When you shout stop, anyone who is holding a snowball must go and find the person whose name is on the paper and introduce them to the class using the information written inside. Learners continue the snowball fight until everyone has been introduced to the class. You could also use this activity to review a topic by writing a question on each piece of paper. Then, when you shout stop, anyone holding the snowball must answer the question written inside.
- Learners complete a school registration form: http://www.datemplate.com/post_student-enrollment-form-template_544837/
- Use activities from CyberLab: http://cyberlab.ucr.ac.cr/cyberlab/septimo/cyberlab_7th/index.html (Students)
http://cyberlab.ucr.ac.cr/cyberlab/teachersguides/teachersguide_7th/unit2_7th_guide.pdf (Teachers)
- Use activities from Practice slideshow found here: <http://englishpost.org/2013/03/07/identification-of-oneself-to-others-personal-information/>

SELF – INTRODUCTION

Hello. My name is _____.



I am _____ **years old.**



I live in _____.



I go to _____ **school.**



My parents are _____.



My favorite food is _____.



I like _____.



Theme 4: Meet My Family

Warm Up Activities

Entrance tickets/tasks:

- Greet learners at the door with question: How are you today? Learners must respond with I am _(emotion)___.
- As learners enter, give them a ticket they must fill out (see sample below). Explain that the ticket is for a prize and that all information on the ticket must be correct for them to win. (Have small prizes prepared for a drawing after pairs check tickets before placing them in bowl for the drawing.)
- As learners enter, say, What's your phone number?

Songs:

- Using the tune to Frere Jacques (<https://www.youtube.com/watch?v=izb6F7Wvndl>), sing The Family Song (see lyrics below). Could use clothing or hat props to denote changing the character of the family member being addressed. Another option is to perform with stick puppets.
- “Daddy Sang Bass” by Johnny Cash
<https://www.youtube.com/watch?v=bA9jf-bm2As>
- “Conjunction Junction” by Schoolhouse Rocks
<https://www.youtube.com/watch?v=ODGA7ssL-6g>

Other Activities:

- Learners review numbers using the video from MEP Educ@tico in order to talk about how many family members they have.
<http://www.mep.go.cr/educatico/recurso-interactivo/numbers-1-20>
- Use activities from Cyberlab
http://cyberlab.ucr.ac.cr/cyberlab/teachersguides/teachersguide_8th/unit1_8th_guide.pdf (Teacher)
http://cyberlab.ucr.ac.cr/cyberlab/booklets_students/booklet_8th/unit1_8th_booklet.pdf (Learner)
- Use activities from englishpost.com
<http://englishpost.org/2014/09/26/identification-of-family-members-and-partners-relatives/>

- Use the Profe en Casa video on families: <https://www.youtube.com/watch?v=RYw5jUhlmA0>

Activating Prior Knowledge -- Brainstorming

- Adaptation of Essential Question: What makes my family unique?
- How many people are in a family?
- How big are your families?
- What activities do we do with families?
- How would you describe a ____name of family member____?

Introducing different text types (visual aids, technology, graphic organizers, etc.)

- Use a graphic organizer – tree – for learners to map our family tree. <http://freeology.com/wp-content/files/causeeffecttree.pdf>
- Select and print quotes about family and post them on the wall. Learners take a gallery walk and prepare questions such as: What does this word mean?
 - <https://www.pinterest.com/explore/disney-family-quotes/>
 - <https://www.pinterest.com/search/pins/?q=quotes%20about%20family&rs=typed&0=quotes%7Ctyped&1=about%7Ctyped&2=family%7Ctyped>
- Create your own family tree using photos of your family. Ask learners to bring photos of their family to do the same or ask learners to draw their family. Option: Each learner creates a “puppet” using craft sticks and one symbol on each to create their family. For instance, father could have a mustache drawn on it, mother may have glasses, etc. Learners write names of family members on the craft sticks. Photos, drawings or puppets are used in practice dialogues related to This/That is my _____. She is __ (adjective)__. My mother’s name is _____.

SIGN UP NOW

First name	Last name
Email	
Phone	City
<input checked="" type="checkbox"/> Yes, I am 21 years of age or older	

ENTER NOW!



By clicking the button, I hereby agree to and acknowledge the
[Official Rules and Travelpro's Privacy Policy](#)

The Family Song

Verse 1:

Hello father, Hello father,
How are you? How are you?
I'm fine thank you, I'm fine thank you,
See you soon, See you soon.

Verse 2:

Hello mother, Hello mother,
How are you? How are you?
I'm fine thank you, I'm fine thank you,
See you soon, See you soon.

Verse 3:

Hello brother, Hello brother,
How are you? How are you?
I'm fine thank you, I'm fine thank you,
See you soon, See you soon.

Verse 4:

Hello sister, Hello sister,
How are you? How are you?
I'm fine thank you, I'm fine thank you,
See you soon, See you soon.

Verse 5:

Hello grandfather, Hello grandfather,
How are you? How are you?
I'm fine thank you, I'm fine thank you,
See you soon, See you soon.

Verse 6:

Hello grandmother, Hello grandmother,
How are you? How are you?
I'm fine thank you, I'm fine thank you,
See you soon, See you soon.

Verse 7:

Hello family, Hello family,
How are you? How are you?
I'm fine thank you, I'm fine thank you,
See you soon, See you soon.

Oral and Written Comprehension

- Use Profe en Casa video: <http://www.mep.go.cr/educatico/family-members>
- Use activities from Cyberlab
http://cyberlab.ucr.ac.cr/cyberlab/teachersguides/teachersguide_8th/unit1_8th_guide.pdf (Teacher)
http://cyberlab.ucr.ac.cr/cyberlab/booklets_students/booklet_8th/unit1_8th_booklet.pdf (Learner)
- Use activities from englishpost.com
<http://englishpost.org/2014/09/26/identification-of-family-members-and-partners-relatives/>
- Use videos about families such as:
 - http://www.eslvideo.com/esl_video_quiz_beginning.php?id=10537
 - <http://www.real-english.com/reo/10/unit10.asp>

- <http://www.multimedia-english.com/videos/esl/teens-talk-about-family-kidshealth-videos-6048> (NOTE: Authentic production, includes transcript so can be used for written comprehension as well.)
- Use exercises from <http://www.henry4school.fr/Vocabulary/family/fam-trees.htm>
- Present slides with photos and names of roles on slides. Example: <https://s-media-cache-ak0.pinimg.com/736x/3a/00/fe/3a00fe23b37c9e325666ae0923c0deb1.jpg>
- Use an example of a family tree and during oral comprehension name roles and/or for written learners identify roles. Examples:
 - Blank one with generic family members only for learners to complete.
<http://www.uniqueteachingresources.com/image-files/450x293xfamilytreestudentworksheet.jpg.pagespeed.ic.R2mMhW4sBJ.jpg>
 - Peanuts cartoon characters -- https://pbs.twimg.com/media/CWPZpeVUkAMnP_C.jpg
 - Royal family --
http://www.britroyals.com/images/royal_family.jpg
 - Harry Potter --
<https://s-media-cache-ak0.pinimg.com/736x/3a/00/fe/3a00fe23b37c9e325666ae0923c0deb1.jpg>

Oral and Written Production

- Learners identify family members in photos or drawings (or identify “puppets”).
- Learners complete sentence frames using and/but/because using adjectives and family members. They draw the family member and the adjective from an envelope and then finish the sentence.
 - My __ (family member) __ is ____ because ____.
 - My __ (family member) __ is ____ but ____.
 - My __ (family member) __ is ____ and ____.
- Model questions then have pairs ask and answer (in full sentences) about their families:
 - Who is sad when you come home late? (Example: My mother is sad when I come home late.)
 - Who is angry when you come home late?
 - Who is excited when you come home?
 - Who is frustrated when you do not help clean?
 - Who is annoyed when you do not help clean?
 - Who is shocked when you help clean?
 - Who is disappointed when you do not help clean?

- Learners describe family members in photos or drawings (or identify “puppets”). For example: This is my mother. She is 40 years old. She is happy.
- Learners will complete sentence frames using dice in an activity. One roll of the dice will determine who the subject of the sentence is. The next roll will determine if they are saying hello or goodbye. Examples:
 - 1 = Mother
 - 2 = Father
 - 3 = Brother
 - 4 = Sister
 - 5 = Grandmother
 - 6 = Grandfather
 - On second roll of dice, even numbers are hello and odd numbers are goodbye.
So if the first roll is 3 and the second is 4, learner will complete the sentence frame this way:
This is my ___(brother)__. Please tell him ___(hello)__.
After a few rolls, learners choose alternative ways to say hello or goodbye.

Option:

This is my _____. He is (adjective). Note that only one roll of the dice would be needed.

- Play Family Bingo – Using a Bingo Card created prior to class, learners walk around and ask people if they have the specific number of family members mentioned in one of the boxes. If the box says “two sisters,” the learner should ask, “Do you have two sisters?” If their classmate has EXACTLY two sisters, then they may say “Yes, I have two sisters.” In this case, the asker should ask, “What is your name?” and write that classmate’s name in the same box. If they do not have exactly two sisters, they say, “No, I don’t have any sisters,” or “No, I have 5 sisters,” etc. Learners may not write the same classmate’s name twice in a row. They must ask another person before returning to the same classmate. You can play five-in-a-row bingo or blackout (or any other style), depending on how much time you have available. After a winner is declared, one by one, students read off one sentence of choice from their Bingo card. Example: “María has 3 brothers.”
- Use a program for learners to complete a family tree -- <http://kids.familytreemagazine.com/kids/FamilyTreeForm.asp>
- Use a completed family tree of the Royal family and have learners write roles (mother, father, etc) on each picture.
http://www.britroyals.com/images/royal_family.jpg
- Use the Profe en Casa video on families: <https://www.youtube.com/watch?v=RYw5iUhImA0>. Learners write facts they learn about the family presented in the video.

- Use activities from Cyberlab
http://cyberlab.ucr.ac.cr/cyberlab/teachersguides/teachersguide_8th/unit1_8th_guide.pdf (Teacher)
http://cyberlab.ucr.ac.cr/cyberlab/booklets_students/booklet_8th/unit1_8th_booklet.pdf (Learner)
- Use activities from englishpost.com
<http://englishpost.org/2014/09/26/identification-of-family-members-and-partners-relatives/>

Integrated Mini Project Options

- Learners produce a skit (similar to the Profe en Casa video) introducing a family. Plays can be presented live in front of judges or videoed and judged by a panel later. An awards ceremony with red carpet can recognize Best Script, Best Performance, Best Picture.
- Learners interview 10 other students (not in this class) about their family and create a report that shows 1 in 10 have grandfathers, 3 in 10 have brothers who are older, etc.
- Learners do “man on the street” interviews with students who speak English but are not in this class. Interviews must include introductions and questions about friends and families.
- Learners select a song in English that best represents their life and choose photos indicating their understanding of the words in order to create a music video.
- Learners are divided into groups and become a “family” that competes in a Family Feud type of game show. Questions must be based on the results of a survey with other students. For example, The top answer for who is the handsome member of the family is _____. (Students would have had to fill in a survey and then results tallied in order to determine answers. Learners can create survey and teacher can tally results and reveal correct answers.)

Level 7 th		Unit 2		
CEF level to be reached: A1.1				
Scenario: Enjoying Life				
Enduring Understanding	Enjoying life involves paying attention to daily routines and taking care of one's lives.			
Essential Question	How do the things people do every day help them enjoy life?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5/6
<p>Assessment: L identifies the sound of words heard in context.</p> <p>L1. recognize the sound of most words heard in context.</p> <p>Assessment: L distinguishes simple phrases about daily routines, eating habits, hobbies and hanging out activities.</p> <p>L2. understand simple information and phrases about routines, eating habits, hobbies and hanging out activities.</p> <p>Assessment: L recognizes sounds, simple phrases and information.</p> <p>L3. understand sounds, simple phrases and information.</p>	<p>Assessment: L distinguishes brief, simple instructions and some expressions if encountered previously in the same or similar form.</p> <p>R.3. understand brief, simple instructions and some expressions in simple texts if allowed to use a dictionary.</p> <p>Assessment: L asks and answers in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities if the other person speaks slowly and clearly.</p> <p>SI.1. ask and answer in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities (e.g., What do you like to do in your</p>	<p>Assessment: L expresses when he /she does not understand.</p> <p>SI.2. say when he/she does not understand.</p> <p>Assessment: L writes straightforward information about themselves in short simple sentences or provides that information on a questionnaire.</p> <p>W2. write straightforward information about themselves in short simple sentences or provide that information in a questionnaire, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.).</p>	<p>Assessment: L recognizes the main information on posters, brochures, signs, and invitations.</p> <p>R.2. recognize the main information on posters, brochures, signs, and invitations.</p> <p>Assessment: L describes how he/she enjoys life by using simple standard expressions.</p> <p>SP.1 describe how they enjoy life by using simple, standard expressions.</p>	<p>Assessment</p> <p>Anecdotal reports / rubrics / instruments for self and co-assessment</p> <p>Suggested Integrated Mini project</p> <ul style="list-style-type: none">Pictionary projectPodcast, podcasts with scriptsCollages about his/her lifeA presentation about what his/her "perfect day" would be like

Assessment: L writes labels on familiar objects in a picture or diagram. W1. write labels on familiar objects in a picture or diagram.	free time?) if the other person speaks slowly and clearly.		
Can Do related to Phonology to be inserted as appropriate each week Assessment: L recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts. R.1. identify English language sounds using knowledge in phonics, syllabification and word parts.			
Theme My Daily Routine	Theme Eating Habits	Theme Hanging out	Theme Things I like to do
Function - Identifying daily routines	Function - Telling likes and dislikes about eating habits, routines and food.	Function - Describing ways of hanging out	Function - Describing things I like to do
Discourse Markers Connecting words: and	Discourse Markers Connecting words: but	Discourse Markers Connecting words: because	Discourse Markers Connecting words: and, but, because
Grammar & Sentence Frames <u>Wh questions</u> What's your daily routine? I have breakfast at 6:30 a.m. I go to high school.	Grammar & Sentence Frames <u>Adverbs of Frequency</u> Always Sometimes Never	Grammar & Sentence Frames <u>Present tense</u> <u>Subject + verb + complement</u> I watch TV in the afternoon.	Grammar & Sentence Frames <u>Adverbs of Frequency</u> Always Sometimes Never <u>Present tense</u> <u>Subject + verb + complement</u> I watch TV in the afternoon.
Phonology Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).	Phonology Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).	Phonology Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).	Phonology Review
Vocabulary <u>My Daily Routine</u>	Vocabulary <u>Eating habits</u>	Vocabulary <u>Hanging out</u>	Vocabulary <u>Things I like to do</u>

<p>My everyday life: Have: breakfast/lunch/ dinner/ snack/brunch coffee time/coffee break take a bath/shower brush my teeth get up wake up go to high school finish high school Study/watch TV/listen to music/read/go out/take a nap</p>	<p>Healthy Food: fruit/Vegetables Meats Typical food Junk Food: fast food Eating schedule Drinking water</p>	<p>To spend time To send text messages To talk by cell phone To play board games To play cards To go to the mall To go to the pool To have a sleep over To watch a DVD (movie) To go to the cinema</p>	<p>I love reading. I'm interested in computers. I'm fond of traveling. Numbers (1-59)</p>
<p>Psycho-social – Living safely by practicing healthy routines.</p>	<p>Psycho-social – Being disciplined with eating times. – Loving myself by taking care of my body. Proverbs / Quotes Eating and drinking shouldn't keep us from thinking. -- Italian 'proverb</p>	<p>Psycho-social – Use assertive communication skills when interacting with others. Sociocultural – Ways of entertainment according to or based on contexts, eating habits and table manners. Idioms – with bells on – chill out – hang out</p>	<p>Social Language – love (as in "I love coffee", "I love going to the movies")</p>

Didactic Planning Week 1

Level: 7 th		Unit: 2
Domain: Socio-Interpersonal and Transactional	Scenario: Enjoying Life	Theme: My daily routine
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives. Essential Question: How do the things people do every day help them enjoy life?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame <u>Wh questions</u> What's your daily routine? I have breakfast at 6:30 a.m. I go to high school. Vocabulary <u>My Daily Routine</u> My everyday life: Have: breakfast/lunch/ dinner/ snack/brunch coffee time/coffee break take a bath/shower brush my teeth get up wake up go to high school Finish high school Study/watch TV/listen to music/read/go out/take a nap	Function Identifying daily routines Discourse Markers Connecting words: and	Psychosocial – Living safely by practicing healthy routines.

Phonology Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies Learner... R.1. recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.	R.1. identify English language sounds using knowledge in phonics, syllabification and word parts.	Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing	
		Pre-teaching Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.	5 min
		Warm up Brainstorming: Ls reflect about what their favorite part of the day is and why, and share their answers with the class. For example, their answer might be: <i>"The morning; (because) I eat breakfast"</i> or <i>"the night; (because) I sleep"</i> . T uses this opportunity to elicit some daily routines that Ls already know and get them on the board.	5 min
		Recognition/Articulation/Production: Practice replacing initial sounds in vocabulary words to create new words. For example: night ... light lunch ... brunch dinner ... winner bath ... math brush ... flush wake ... take ... make nap ... lap	10 min
		Pre-task: Guess the T's Schedule (Listening to write/speak)	30 min

<p>L.1. identifies the sound of most words (describing routines) heard in context</p>	<p>L1. recognize the sound of most words (describing routines) heard in context.</p>	<p>1. Pre-listening T hands out printed sets of cards with pictures of daily routines from target vocabulary (some illustrations are provided in handouts found in Resources section of lesson plans), and the class labels the activity cards using the activities brainstormed in the warm-up. T explains that Ls will try to guess at what time the T does each of the activities by ordering the pictures in a blank daily planner. (See example at end of these lesson plans).</p> <p>2. Listening for the first time Ls listen to T explain her/his schedule using gestures, and try to correct their picture schedule predictions to reflect what he/she says.</p> <p>3. Pair/Group Feedback Ls report back which activities they understood.</p> <p>4. Listening for the second time T explains his/her schedule a second time, this time pausing after each step to have a L repeat the name of the routine and write it on the board.</p> <p>5. Post listening T asks Ls to think about how their schedules are different from the T's, adjust their pictorial schedules by putting the activities in the order in which they do them (and removing the activities that they don't do), and orally share some similarities/differences with the class. Example: <i>"At five pm I take a nap. I don't watch TV like the teacher."</i></p> <p>Game: Last Learner Standing Ls stand at their desks (or in a circle) and the T calls out a time of day (Example: <i>"the morning"</i> or <i>"10 am"</i>) and asks <i>"What do you do at ___?"</i>. Ls pass a ball around saying routines they do at that time of day without repeating (Example: <i>"I listen to music"</i>); if a L can't think of a routine or repeats one that was already said that round, they must sit down. After a few Ls sit down the T gives a new time of day.</p> <p>Task: Sharing your Daily Routine with a Friend (listening to write)</p> <p>1. Pre-listening</p>	<p>10 min</p> <p>30 min</p>
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L.2. distinguishes simple information and phrases about routines, eating habits, hobbies and hanging out activities.	L.2. understand simple information and phrases about routines, eating habits, hobbies and hanging out activities.	<p>T explains that Ls will now listen to a couple of friends talking about their daily routines together.</p> <p>2. Listening for the first time</p> <p>T previously records the script of two friends talking about their daily routines, and Ls write down the routines they hear the speakers saying they do. For example:</p> <table><tr><td><u>Jill</u></td><td><u>Mark</u></td></tr><tr><td>Have breakfast and drink tea</td><td>Have a coffee break</td></tr><tr><td>Hang out</td><td>Listen to music</td></tr></table> <p>Jill: Good morning Mark! How's it going?</p> <p>Mark: I'm O.K., how are you?</p> <p>Jill: I feel great! It's the morning so I'm drinking tea. (<i>sips tea</i>)</p> <p>Mark: Really? What else do you do in the morning?</p> <p>Jill: I also have breakfast, and brush my teeth. What is your daily routine like?</p> <p>Mark: In the morning I normally go to high school and have a coffee break at 9 o'clock. And when I finish school in the afternoon, I go home and listen to music and read.</p> <p>Jill: How about at night? Do you take a shower before bed?</p> <p>Mark: No, I take a shower in the morning- at night I just have dinner and relax. And you? What do you do after school?</p> <p>Jill: I always take a shower in the morning AND at night. I finish school at 4:30 pm, and then I play soccer with my friends in the park. We have a sports club!</p>	<u>Jill</u>	<u>Mark</u>	Have breakfast and drink tea	Have a coffee break	Hang out	Listen to music	
<u>Jill</u>	<u>Mark</u>								
Have breakfast and drink tea	Have a coffee break								
Hang out	Listen to music								

L.3. recognizes sounds, simple phrases and information.	L.3. understand sounds, simple phrases and information.	<p>Mark: That sounds fun! Can I join?!?</p> <p>3. Pair/group feedback Ls say the names of activities they heard for each speaker, and T writes them on the board under their names.</p> <p>4. Listening for the second time Ls listen for the activities and try to understand when the speakers do them, and write those times next to the activities listed. For example:</p> <table><tr><td><u>Jill</u></td><td><u>Mark</u></td></tr><tr><td>Have breakfast and drink tea at 6 am</td><td>Have a coffee break in the morning</td></tr><tr><td>Hang out at night</td><td>Listen to music at 5 pm</td></tr></table> <p>5. Post-listening Ls respond to questions (first in writing, then speaking) about the speakers' schedules. For example: <i>What does Jill do at 6 am? - Jill has breakfast and drinks tea at 6 am.</i> <i>When does Mark listen to music? - Mark listens to music at 5 pm.</i></p> <p>6. Pair/group feedback Ls share their responses to questions about the speakers and write them on the board.</p> <p>Post-task: Writing to read/speak/listen</p> <p>1. Pre-writing Learners review their ordered pictorial schedules.</p> <p>2. Drafting Using the example sentences on the board, Ls write their schedules in complete sentences into a daily schedule template:</p>	<u>Jill</u>	<u>Mark</u>	Have breakfast and drink tea at 6 am	Have a coffee break in the morning	Hang out at night	Listen to music at 5 pm	30 min
<u>Jill</u>	<u>Mark</u>								
Have breakfast and drink tea at 6 am	Have a coffee break in the morning								
Hang out at night	Listen to music at 5 pm								

W.1. writes labels on familiar objects in a picture or diagram.	W.1. write labels on familiar objects in a picture or diagram.	<table><thead><tr><th>Time</th><th>Activity</th></tr></thead><tbody><tr><td>6 am</td><td>I wake up and I have breakfast</td></tr><tr><td>7 am</td><td>I go to high school</td></tr></tbody></table> <p>3. Revising Ls get in pairs and look at each other's schedules, and write questions for their partner about his/her schedule. For example: <i>“When do you have lunch?”</i> When ready, Ls take turns orally interviewing each other using the questions they wrote, and writing their partner's answer below the question.</p> <p>4. Editing Ls can use this opportunity to do some self and peer assessment to make sure that they are asking and answering the questions properly.</p> <p>✓ Option: Exit-ticket assessment -- Ls share one routine (<i>I wake up at 7 am.</i>) with the T as they exit the classroom.</p>	Time	Activity	6 am	I wake up and I have breakfast	7 am	I go to high school	
Time	Activity								
6 am	I wake up and I have breakfast								
7 am	I go to high school								
Options		Integrated Mini-Project							
<ul style="list-style-type: none">– Pictionary project– Podcast, podcasts with scripts– Collages about his/her life– A presentation about what his/her “perfect day” would be like	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week’s lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p>		<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>						

	Acting out: Practicing the mini-project in pairs or groups. For the week of presentation , learners focus on: Responding and sharing: Delivering and participating in peer assessment of mini-project.																											
Reflective Teaching																												
What worked well	What didn't work well		How to improve																									
Enduring Understanding Reflection How well did the learners progress in their understanding of the Enduring Understanding?																												
Week Plan Self-Assessment																												
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)																												
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Didactic Planning Week 2

Level: 7 th		Unit: 2
Domain: Socio-Interpersonal and Transactional	Scenario: Enjoying Life	Theme: Eating habits
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives. Essential Question: How do the things people do every day help them enjoy life?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames <u>Adverbs of Frequency</u> Always Sometimes Never Vocabulary <u>Eating habits</u> Healthy Food: fruit/vegetables Meats Typical food Junk Food: fast food Eating schedule Drinking water Phonology Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).	Function – Telling likes and dislikes about eating habits, routines and food. Discourse Markers Connecting words: but	Psychosocial – Being disciplined with eating times. – Loving myself by taking care of my body. Proverbs / Quotes Eating and drinking shouldn't keep us from thinking. -- Italian proverb

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<p>Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies</p> <p>Learner...</p>		<p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing</p> <p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Warm up Signs are hung up on either side of the board reading “<i>I like :-)</i>” and “<i>I don't like :-)</i>”. T explains that everyone has routines that they like and some that they don't like, and gives a few personal examples. T elicits a few oral examples of routines Ls like/don't like to check understanding.</p> <p>The T asks about some routines learned last class (“<i>Do you like to <u>take a nap</u>?</i>”), putting emphasis on the words “like” and the name of the routine, and each L must decide if (s)he likes or doesn't like that routine and run to stand next to the corresponding sign. Each group of Ls (the “I like” group and the “I don't like” group) then respond to the question as a group, saying together for example “<i>I like to have breakfast</i>” or “<i>I don't like to take a nap</i>”.</p> <p>Now, the T explains that everyone also has likes and dislikes for their eating/drinking habits, and switches from routines to eating and drinking habits, asking the same question to the students (“<i>Do you like to <u>eat vegetables</u>?</i>”) The T will need to hold up a picture of the food/drink (s)he is asking about as it may be new vocabulary for the students.</p> <p>Recognition/Articulation/Production: T writes on board: <i>Don't flunk when it comes to choices</i> <i>Don't eat junk but also use your voices</i></p>	<p>5 min</p> <p>5 min</p> <p>10 min</p>
R.1. recognizes by manipulating English language	R.1. identify English language		

sounds using knowledge in phonics, syllabification and word parts.	sounds using knowledge in phonics, syllabification and word parts.	<p><i>Say no to bad and yes to good food</i> <i>It will help your body and even your mood.</i></p> <p>T asks students to find the words that are alike except for the initial one or two letters. T reads aloud and Ls repeat.</p> <p>Pre-task: Letter from a Pen pal (reading to write)</p> <p>1.</p> <p>re-reading Ls sit down and the T asks them <u>why</u> they like to eat X, but don't like to eat Y. T facilitates a short discussion in which the following adjectives are suggested as criteria for why we like/dislike food: <i>healthy vs unhealthy, delicious vs gross</i> (or disgusting), while for activities/routines we use the criteria of: <i>fun vs boring</i>. T introduces target food vocabulary to Ls using pictures: meat, fish, seafood, fruits, vegetables, bread, cookies, rice & beans, and Ls discuss and vote on whether a few example foods are healthy or unhealthy, and delicious or gross. It should be clear that healthy vs unhealthy is basically a matter of fact, but that delicious vs gross is an opinion. T explains that Ls have received a letter from a (fake) pen pal, and that the pen pal is going to share a little bit about her likes and dislikes for food and routines.</p> <p>2.</p> <p>reading for the first time T reads the "pen pal letter to a friend", stopping each time there is an underlined word (target vocabulary) and prompting the class to pronounce that word.</p> <p>Dear Jose,</p> <p>My school starts at 7:45 every day. I wake up at 6:00 and take a shower. I always eat breakfast before I go to school because it's the most important meal of the day. I like to eat an omelet with onion, tomato and spinach because it is <u>delicious</u>. I also always eat a banana or apple, too, because they are <u>healthy</u>. Sometimes I drink <u>coffee</u> with my breakfast. Then I brush my teeth, get dressed and take the bus to school.</p>	<p>P</p> <p>40 min</p> <p>R</p>
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I arrive to school at 7:30 so I can be early to class. I like all my classes except for math because it is very hard. What classes do you like? At 11:30 I have lunch with my classmates. I always bring my lunch from home. I like to eat a turkey sandwich with a salad and a piece of fruit-mmmmmmmm, yummy! I always drink water, but sometimes I also have a glass of orange juice for the vitamin C. What do you like to eat for lunch? I study all day at school until 3:00.

After school I have basketball practice. We always have a snack together after practice. I like to have yogurt with strawberries- this is a healthy snack that gives me energy. Sometimes we have junk food, like potato chips, as a treat, but we know it is important to eat a healthy snack after we exercise.

I go home at 4:30. I do my homework with my sister and I study for math every night because I need more practice. I always finish my homework before dinner because my mom believes "eating and drinking shouldn't stop us from thinking." My family eats dinner at 6:30. We often eat chicken with vegetables and potatoes. We never eat fast food because it's not good for your health. What do you eat for dinner?

Before bed I like to watch TV or read a book. I always go to bed at 9:00 so that I am well rested for the next day of school. What time do you go to bed? What is your daily routine like?

In my free time, I like to play sports, ride my bike, watch movies and go to the park with my sisters. I also like to hang out with my friends. I almost never play video games because they are boring. What do you do in your free time? Do you like to play sports? I hope to hear from you soon!

From,
Lisa

3.

air/group feedback

Ls share what they remember about Lisa's preferences, and the T puts a couple of their answers on the board using the following format:

Lisa likes...	Lisa does not like ...	Why? (justification)
To eat seafood		Seafood is delicious
	To eat cookies	Cookies are unhealthy

P

		<div>4.<div>Reading for the second time Ls now individually/silently read the pen pal's letter and write down what they learn about her preferences using the table above.</div></div> <div>5.<div>Post-reading Ls check answers as a class and T asks them how they were able to answer the question "why"? T elicits that this can be done with the word "because", and demonstrates by writing "because" before each of the answers in the "why" column.</div></div> <div>Task: Describing likes and dislikes for routines and foods (writing to speak)<div>1. Planning/organizing Ls reflect on their own eating preferences and create a personal chart for their own preferences (following the table above). Once their personal tables are ready with several foods, they will use them to write sentences, for example this table:<table><tr><th>I like ...</th><th>I do not like ...</th><th>Why?</th></tr><tr><td>Vegetables</td><td></td><td>because vegetables are healthy</td></tr><tr><td></td><td>Seafood</td><td>because seafood is gross</td></tr></table></div><div>will become:<ul style="list-style-type: none">I like to eat vegetables, because vegetables are healthy.I don't like to eat seafood, because seafood is gross.</div>2. Rehearsing First, Ls will orally share a few of their sentences with their partners, with the T circulating, to make sure that their sentences are following the correct format and make sense.</div>	I like ...	I do not like ...	Why?	Vegetables		because vegetables are healthy		Seafood	because seafood is gross	<div>R</div> <div>P</div> <div>40 min</div>
I like ...	I do not like ...	Why?										
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<p>SI.1. asks and answers in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities if the other person</p>	<p>SI.1. ask and answer in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities (e.g., What do</p>	<p>Then, Ls will stand up at their desks with their notebooks and prepare to respond to questions from the T. The T will ask the class about different foods: If the Ls like that food they should turn to the left, while if they don't like that food they should turn to the right. All Ls must turn to one side or the other. After asking each question to the class, the T will repeat the question to individual Ls following the format below:</p> <p>T to class: Do you like to eat rice and beans? Class: (turns to one side or the other) T to specific L: Maria, do you like to eat rice and beans? Maria: Yes, I like to eat rice and beans. T: Why? Maria: Because rice and beans is delicious.</p> <p>After going through some examples in this way, the T will guide the Ls to become the ones asking the question, first as a group, and then in pairs. For example:</p> <p>T: (points to picture of fruit) Whole class: "Do you like to eat fruit?" (whole class, including T, turns to one side or the other), etc. And later: T: (points to a picture of fruit) Ls: In pairs, ask each other "Do you like fruit?" and respond accordingly.</p> <p>3. Interacting</p> <p>Collaborative class food likes/dislikes survey: Ls each receive one food and a blank food likes/dislikes survey. Ls write their question at the top of the survey and prepare to survey their classmates to see who likes/dislikes that food and why. To do this, they will need to collect the responses of at least 8 classmates. Ls circulate the room looking for partners. Every time they find a new classmate Ls should stop and have a short conversation in which they greet each other and take turns asking one another "Do you like to eat ____?" and "Why?" At the end of each interaction, Ls should write down their classmate's response, say "goodbye", and look for a new partner to repeat the interaction with.</p>	
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speaks slowly and clearly	you like to do in your free time?) if the other person speaks slowly and clearly.	<p>Option: To make this activity more structured, the T can play music every time it is time for Ls to finish their conversation and look for a new partner.</p> <p>Post-task: Survey results</p> <p>✓ Ls return to their seats and prepare to tally the results of their survey, counting how many Ls like their food and how many Ls don't like the food they were assigned. Ls then share their results in pairs or to the whole class saying for <i>example</i> "Five students like vegetables because vegetables are healthy," "Three students don't like vegetables because vegetables are gross."</p>	20 min
Options	Integrated Mini-Project		Time
<ul style="list-style-type: none"> – Pictionary project – Podcast, podcasts with scripts – Collages about his/her life – A presentation about what his/her "perfect day" would be like 	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week's lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p> <p>Acting out: Practicing the mini-project in pairs or groups.</p>		<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>

	For the week of presentation , learners focus on: Responding and sharing: Delivering and participating in peer assessment of mini-project.																											
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Didactic Planning Week 3

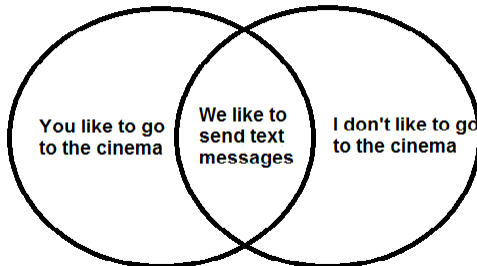
Level: 7 th		Unit: 2
Domain: Socio-Interpersonal and Transactional	Scenario: Enjoying Life	Theme: Hanging out
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives. Essential Question: How do the things people do every day help them enjoy life?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p>Grammar & Sentence Frames</p> <p><u>Present tense</u> <u>Subject + verb + complement</u> I watch TV in the afternoon.</p> <p>Vocabulary</p> <p><u>Hanging out</u> To spend time To send text messages To talk by cell phone To play board games To play cards To go to the mall To go to the pool To have a sleep over To watch a DVD (movie) To go to the cinema</p>	<p>Function</p> <p>– Describing ways of hanging out</p> <p>Discourse Markers Connecting words: because</p>	<p>Psychosocial</p> <p>– Use assertive communication skills when interacting with others.</p> <p>Sociocultural</p> <p>– Ways of entertainment according to or based on contexts, eating habits and table manners.</p> <p>Idioms</p> <p>– with bells on – chill out – hang out</p>

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<p>R.1. recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.</p>	<p>R.1. identify English language sounds using knowledge in phonics, syllabification and word parts.</p>	<p><i>school because I like to see my friends.” “Vegetables” will become “I don’t like to eat vegetables because vegetables are boring.” Round three could also be split into two rounds (one for expressing “I like” and “I don’t like” and one for “because...”) if the teacher deems it appropriate.</i></p> <p>T will now explain that today the class will focus on learning some activities that they do just for fun, in their free time. Together, the class can watch the following video talking about free time activities: https://www.youtube.com/watch?v=tzFESmpc6mo</p> <p>Recognition/Articulation/Production: As they watch the video, Ls note the free time activities they hear. As a class, the Ls brainstorm the free time activities they learned, and other ones that they know on the board. The T should reinforce vocabulary clarity and proper pronunciation using vocabulary flash cards. Also, T can underscore the use of substitution in the initial or middle of words to show how new words can be created such as:</p> <ul style="list-style-type: none"> ▪ cell ... call ▪ board ... beard ▪ cards ... cords ▪ mall ... mill ▪ pool ... stool ▪ sleep ... keep <p>Pre-task (speaking to write)</p> <ul style="list-style-type: none"> ✓ Activity frequency: Looking at the vocabulary that has been brainstormed on the board, Ls will reflect on how frequently they perform each of these activities by writing a tally of how many times they did each activity this month. ✓ Based on the tallies that the Ls have taken, they will categorize them by frequency. For example, one student might write: 	<p>10 min</p> <p>5 min</p> <p>40 min</p>
<p>SI.2. expresses when he /she does</p>	<p>SI.2. say when he/she does not</p>		

not understand.	understand.	<table><tr><th><u>I Never (0 times)...</u></th><th><u>I Sometimes (1 to 4 times)...</u></th><th><u>I Always (5+ times)...</u></th></tr><tr><td>Go to the mall</td><td>Go to the cinema</td><td>Send text messages</td></tr><tr><td>Play board games</td><td>Go to the pool</td><td>Watch a DVD</td></tr></table> <ul style="list-style-type: none">✓ Team Pictionary: In small groups, Ls will receive sets of free time activity flash cards and small white boards (or lamination paper) and take turns drawing out the activities as their classmates guess what they are drawing. Presenters will have a minute to help their team guess as many activities as possible before switching roles.<ul style="list-style-type: none">○ Reflecting on the activities they have seen, Ls will write down at least 3 activities they like and two activities they don't like, using complete sentences.✓ Ls play "Go fish!" In groups, using sets of cards that have 2 copies of each vocabulary word. Each L starts with 5 cards in his/her hand, and must create pairs of their cards by getting both copies of each card. Ls do this by asking a classmate "<i>do you have (vocabulary word)?</i>"- If the answer is <i>yes</i>, then the classmate must give the asker that card. If not, the responder says "<i>go fish!</i>" and the asker must take another card from the pile. When a L has a pair of cards, he/she puts them down on the table and they are no longer used for the game. The game ends when time runs out, and Ls get one point for every complete pair of cards they have.✓ Option: At the end of a round, Ls get 1 additional point for every pair of cards they have that represents one of the three activities they wrote down for "I like", while they lose 1 point for every activity they wrote down that they "don't like".	<u>I Never (0 times)...</u>	<u>I Sometimes (1 to 4 times)...</u>	<u>I Always (5+ times)...</u>	Go to the mall	Go to the cinema	Send text messages	Play board games	Go to the pool	Watch a DVD	30 min
<u>I Never (0 times)...</u>	<u>I Sometimes (1 to 4 times)...</u>	<u>I Always (5+ times)...</u>										
Go to the mall	Go to the cinema	Send text messages										
Play board games	Go to the pool	Watch a DVD										
W2. writes straightforward information about themselves in short simple sentences or provides that information on a questionnaire.	W2. writes straightforward information about themselves in short simple sentences or provide that information in a questionnaire, checking written sentences to look	<p>Task: Writing a letter to a "pen pal" (writing to read)</p> <p>1. Drafting</p> <p>After reviewing last week's example of a "pen pal letter", Ls create an outline of a letter they are writing to their own pen pal which should follow this format:</p> <p>-Greeting</p> <p>Dear ____ or Hi, ____</p>										

		<p>-Personal Introduction</p> <p>I am ____ (feeling) we are pen pals. My ____ is _____. I ____ in _____. I have a (big or small) family. My family is my ____, my ____ and _____. I want to tell you about things I like and things I do not like.</p> <p>-2 foods and 2 free time activities I like (making use of the list generated in the pre-task), and how often I do them. -1 food and 1 free time activity I don't like, and how often I do them. -1 question for my pen pal -Goodbye</p> <p>2. Revising As the T monitors and checks to make sure that Ls' outlines are correct and complete, Ls write out their letters in paragraph form using the content of their outlines.</p> <p>3. Peer Editing: Ls exchange letters with a classmate, and check each other's letter for comprehension and correctness, giving the writer a chance to correct any errors.</p> <p>Post-task: Sharing letters (reading to speak)</p> <p>✓ Ls turn in their letters to the “post office” (teacher), who then gives out the letters to different Ls' thereby creating “pen pals” among the classmates. Ls read their classmate's letter and complete a Venn diagram comparing their preferences to those of their classmate. For example:</p> <table><tr><td><u>Similar</u> I like to send text messages and you like to send text messages.</td><td><u>Different</u> You like to go to the cinema but I don't like to go to the cinema.</td></tr></table>	<u>Similar</u> I like to send text messages and you like to send text messages.	<u>Different</u> You like to go to the cinema but I don't like to go to the cinema.	
<u>Similar</u> I like to send text messages and you like to send text messages.	<u>Different</u> You like to go to the cinema but I don't like to go to the cinema.				
From previous week... SP.1. L introduces him/herself providing personal information	SP.1. introduce him/herself, for example say his/her name, where s/he comes from and what s/he does (address, telephone, number, nationality, age, family and hobbies).		20 min		

		 <p>✓ Ls share similar and different likes.</p> <p>✓ Option: Ls respond to their pen pal's letter by writing a short question on a sheet of paper and show to T as an exit ticket.</p>	
Options	Integrated Mini-Project	Time	
<ul style="list-style-type: none">– Pictionary project– Podcast, podcasts with scripts– Collages about his/her life– A presentation about what his/her “perfect day” would be like	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week’s lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p> <p>Acting out: Practicing the mini-project in pairs or groups.</p> <p>For the week of presentation, learners focus on:</p> <p>Responding and sharing: Delivering and participating in peer assessment of mini-</p>	<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>	

		project.		
Reflective Teaching				
What worked well		What didn't work well		How to improve
Enduring Understanding Reflection				
How well did the learners progress in their understanding of the Enduring Understanding?				
Week Plan Self-Assessment				
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)				
Learner Self-Assessment				
I can...	Yes	No	In progress	
Say when I do not understand.				
Write information about myself in short sentences.				
Introduce myself.				
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.				
Show how I have worked with others this week.				

Didactic Planning Week 4

Level: 7 th		Unit: 2
Domain: Socio-Interpersonal and Transactional	Scenario: Enjoying Life	Theme: Things I like to do
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one's lives. Essential Question: How do the things people do every day help them enjoy life?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames <u>Adverbs of Frequency</u> Always Sometimes Never <u>Present tense</u> <u>Subject + verb + complement</u> I watch TV in the afternoon. Vocabulary <u>Things I like to do</u> I love reading. I'm interested in computers. I'm fond of traveling. Numbers (1-59) Phonology Review	Function – Describing things I like to do. Discourse Markers Connecting words: and, but, because	Social Language – love (as in “I love coffee”, “I love going to the movies”)

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<p>Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies</p> <p>R1. recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.</p>	<p>R1. identify English language sounds using knowledge in phonics, syllabification and word parts.</p>	<p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing</p> <p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Warm up Adverbs of frequency and free time activities review: The T will hang up three signs on the wall: "I never...", "I sometimes...", and "I always...". The T will call out free time activities, and Ls must walk to stand next to the appropriate sign. T should use this opportunity to check understanding and briefly review week 1 and week 2 vocabulary as well.</p> <p>T explains the goal of the day (that Ls can give and respond to invitations to join activity groups/clubs). T asks Ls if any of them are currently members of activity groups, and with what frequency those groups meet. T asks <i>Would any Ls like to join a new activity group?</i></p>	5 min
		<p>Pre-task: Text message invitations</p> <p>✓ Recognition/Articulation/Production: T writes the following rhyme that demonstrates the phonology used this unit, uses like, love and hate, and asks Ls to determine which words share all but one letter.</p> <p style="padding-left: 40px;">A dove becomes love with a single letter switch. Like becomes live when the letters change their hitch. I have no hate when learning English. But a little less confusion is sometimes my wish.</p>	10 min
		<p>✓ T will briefly project short "text message invitations" to join activity groups to Ls, ending with the question <i>"Want to join?"</i> As a class, Ls will briefly read these invitations and everyone</p>	40 min

<p>R.2. recognize the main information on posters, brochures, signs, and invitations.</p>	<p>R.2 L recognizes the main information on posters, brochures, signs, and invitations.</p>	<p>should chorally respond to the question while making a supporting gesture (for example: thumbs up for yes, and a wagging finger for no) and saying “Yes, I want to” or “No, I don’t want to”.</p> <p>Invitation 1: We have a swimming club. Activities: Go to the pool, swim, talk, eat hamburgers, drink soda. Want to join?</p> <p>Invitation 2: We have a dance club. Activities: Listen to music, drink water, eat cookies, and dance salsa, merengue, bachata, etc. Want to join?</p> <p>Invitation 3: Join our couch potatoes club! We watch movies and TV, go to the cinema, eat popcorn, and drink soda and juice. Want to join?</p> <p>Invitation 4: Club Relax. Activities: Hang out, listen to relaxing music, talk, play board games, eat fruit and sandwiches and drink juice. Want to join?</p> <p>✓ Now, the T will respond to the first invitation and after asking “<i>Want to come?</i>” will follow up with the question “<i>Why?</i>” Ls should justify their answer using content from the invitation. For example:</p> <p>Invitation: We have a swimming club. Activities: Go to the pool, swim, talk, eat hamburgers, drink soda. Want to join?</p> <p>Positive response: Yes, I want to because I like to go to the pool. (OR because soda is delicious.)</p> <p>Negative response: No thanks, I don’t want to because I don’t like to swim. (OR because hamburgers are gross.)</p> <p>✓ After eliciting responses from some Ls to his/her invitation, T should explain that in addition to “I like” and “I don’t like”, Ls can also use “I love” and “I hate” when they are passionate about something.</p>	
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<p>SP.1. describe how they enjoy life by using simple, standard expressions.</p>	<p>SP.1 L describes how he/she enjoys life by using simple standard expressions.</p>	<p>✓ T should repeat the like/don't like/love/hate activity with the other invitations, each time giving Ls a chance after reading the invitation to reflect not only on whether they want to go or not but also why before answering. To assist Ls in formulating their responses, the T should lead Ls to create a response guide similar to the following:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: left;"> <p>Yes, I want to because...</p> <p>I like _____</p> <p>I LOVE _____</p> <p>_____ is fun</p> <p>_____ is delicious</p> </div> <div style="text-align: left;"> <p>No, I don't want to because...</p> <p>I don't like _____</p> <p>I HATE _____</p> <p>_____ is boring</p> <p>_____ is gross</p> </div> </div> <p>Task: Inviting friends to an activity (reading to speak)</p> <p>1. Planning Selecting an activity --T explains that Ls will now look at flyers for a few different clubs. Flyers are spread out on a table and after circulating and looking at all of them, Ls select the group they want to join. (See Resource section of Lesson Plans for examples of flyers.)</p> <p>Ls read their flyers to make sure that they like the activity group they chose. After confirming that they like their choice, Ls should note down and be ready to share at least two reasons why they want to join, following the examples practiced in the pre-task stage. Optional: Ls decide if they want to change anything about their clubs, like adding or removing an activity.</p> <p>2. Organizing Using their flyers as a reference, Ls organize the information from their flyers into an invitation outline following the structure of the example below:</p> <p style="margin-left: 40px;">Intro: We have a sports club Activities: We always play different sports, and we sometimes go to the pool. Food and drinks: We always drink water, and we sometimes eat hamburgers. Conclusion: Want to join?</p>	<p>40 min</p>
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		<p>3. Rehearsing</p> <p>Practicing giving and responding to invitations -- Ls are divided into two concentric circles. The half of the Ls on the inner circle take their invitation outline and prepare to speak about the activities, while the half in the outer circle take their invitation response guides, and prepare to respond to the activities. The two circles have exchanges similar to the following:</p> <p>L1: We watch TV and sometimes we go to the cinema. Want to join? L2: Yes, I LOVE to go to the cinema.</p> <p>After switching partners several times (by having outer circle move one or two people in the same direction while inner circle stands still) and speaking about all of their activities and food and drinks, Ls switch roles, and this time the outer circle describes their activities to the inner circle.</p> <p>4. Using</p> <p>Ls prepare a sign-up sheet for their clubs, and once again half of the class will give invitations while the other half will respond affirmatively or negatively, before switching roles. This time, however, Ls will give their complete invitations and acceptances/refusals, and when Ls agree to join a club they will write their names in the sign-up sheet. There are different ways to organize this activity, but some fun ways to do it might be for inviters to sit at tables as invitees circulate from table to table, or for both groups to freely circulate around the room looking for each other. Depending on the T's discretion, he/she may also want to include some of Unit 1's expressions into these conversations, such as:</p> <ul style="list-style-type: none"> ○ How are you? ○ How do you spell your name? <p>Post-task (listening to write)</p> <ul style="list-style-type: none"> ✓ Ts review the social language for the unit by asking: <ul style="list-style-type: none"> ○ Which club is good if you want chill out? ○ Which club is good if you want to hang out? ✓ Invitation feedback: Ls report how many of their classmates joined their clubs, and how 	15 min
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		many clubs they themselves joined. If any Ls joined very few or no clubs, the T can explain that they are probably “picky” – or that they have very high standards. ✓ Club changes: Ls look at their club descriptions and decide if they want to make any descriptions based on the responses they got from their classmates.	
Options		Integrated Mini-Project	Time
<ul style="list-style-type: none">– Pictionary project– Podcast, podcasts with scripts– Collages about his/her life– A presentation about what his/her “perfect day” would be like		<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week’s lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p> <p>Acting out: Practicing the mini-project in pairs or groups.</p> <p>For the week of presentation, learners focus on:</p> <p>Responding and sharing: Delivering and participating in peer assessment of mini-project.</p>	<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>
Reflective Teaching			
What worked well	What didn’t work well	How to improve	
Enduring Understanding Reflection			

How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

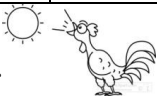
<i>Learner Self-Assessment</i>			
<i>I can...</i>	<i>Yes</i>	<i>No</i>	<i>In progress</i>
Read and recognize main information on brochure or invitation.			
Describe how I enjoy life using <i>I like</i> or <i>I love</i> .			
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
Show how I have worked with others this week.			

Didactic Planning Weeks 5 and 6 Review and Integrated Mini-Project

Level: 7 th		Unit 2: Enjoying Life	
Enduring Understanding: Enjoying life involves paying attention to daily routines and taking care of one’s lives. Essential Question: How do the things people do every day help them enjoy life?			
Learn to Know		Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame <input type="checkbox"/> Did Ls use all sentence frames? Vocabulary <input type="checkbox"/> Did Ls say aloud and write all vocabulary? Phonology <input type="checkbox"/> Did Ls recognize, articulate and produce phonological sounds?		Function <input type="checkbox"/> Did Ls use all functions? Discourse Markers <input type="checkbox"/> Did Ls practice connecting words: and, but, because?	Psychosocial Did Ls show evidence of ... <input type="checkbox"/> Being aware and committed to protecting the environment <input type="checkbox"/> Appreciating natural wonders Sociocultural <input type="checkbox"/> Did Ls practice idioms and quotes?
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	
		Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing	
<input type="checkbox"/> Did Ls achieve all learning outcomes?	<input type="checkbox"/> Can Ls do all tasks?	Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans.	

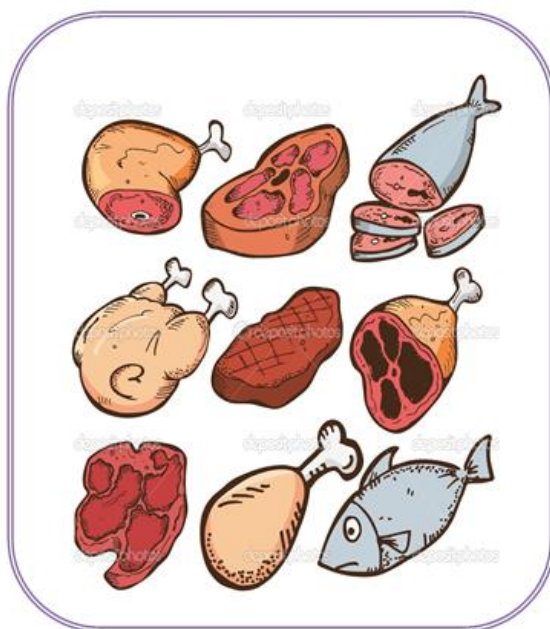
Options	Integrated Mini-Project	Time
<ul style="list-style-type: none"> – Pictionary project – Podcast, podcasts with scripts – Collages about his/her life – A presentation about what his/her "perfect day" would be like 	<p>By allowing time for the Mini-Project each week for participating, thinking, and acting out, learners should now have a chosen project and determined content and strategies. In the presentation week Ls focus on:</p> <p>Responding and sharing: Participating in individual and peer assessment of mini-project.</p> <p>Teachers monitor</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did Ls use English during all aspects of Integrated Mini-Project? <input type="checkbox"/> How did project presentations reflect understanding and/or mastery of Can Do statements? <input type="checkbox"/> Did Ls put into practice the focus of Learning to Be and Live in Community? <input type="checkbox"/> Did the Integrated Mini-Project provide answers to the Essential Question? 	All of week 5 or 6 of unit

7th Grade – Resources for lesson plans (on next page)

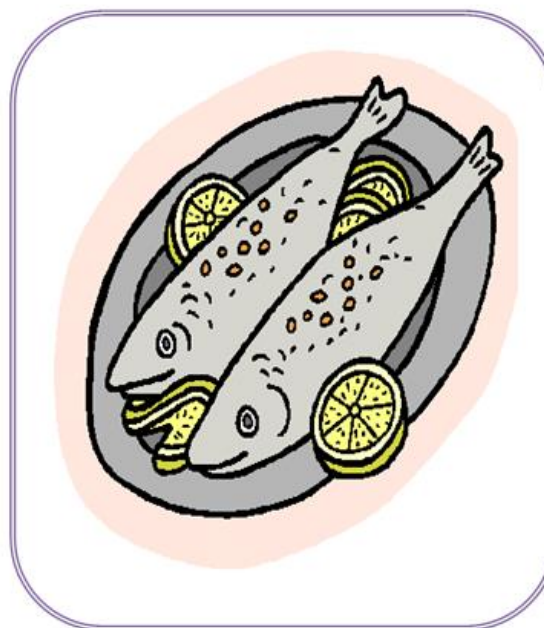
Time	Teacher's routines	My routines	Sentences: Example: I wake up and I have breakfast.
			
6:00			

6:30			<hr/> <hr/> <hr/> <hr/>
9:00			<hr/> <hr/> <hr/> <hr/>
11:20			<hr/> <hr/> <hr/> <hr/>
<div style="text-align: center;">  <h1>Night</h1> </div>			
6:00			<hr/> <hr/> <hr/> <hr/>
7:30			<hr/> <hr/> <hr/> <hr/>
9:00			<hr/> <hr/> <hr/> <hr/>





Meat



Fish



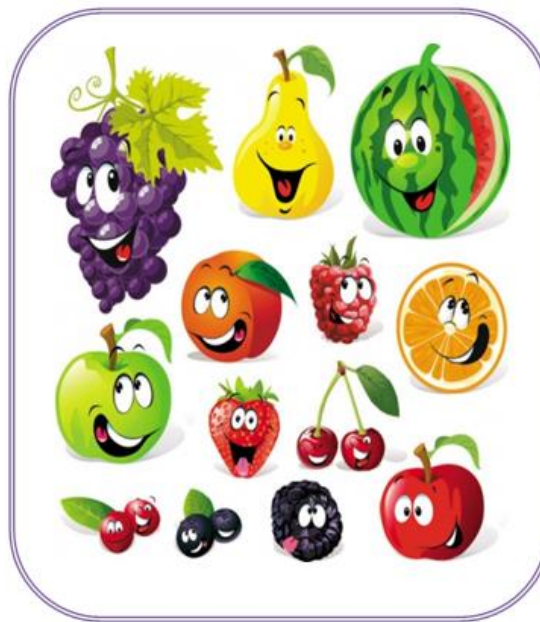
Seafood



Vegetables



Bread



Fruit




Cookies



Rice & Beans


_____?



LIKES	DISLIKES	WHY?

Survey Results


_____?



LIKES	DISLIKES	WHY?

Survey Results


_____?



LIKES	DISLIKES	WHY?

Survey Results


_____?



LIKES	DISLIKES	WHY?

Survey Results

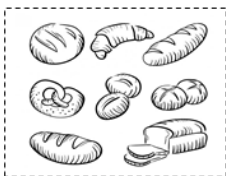
_____ ?



LIKES	DISLIKES	WHY?

Survey Results


_____ ?



LIKES	DISLIKES	WHY?

Survey Results


_____ ?



LIKES	DISLIKES	WHY?

Survey Results


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LIKES	DISLIKES	WHY?

Survey Results


_____ ?



LIKES	DISLIKES	WHY?

Survey Results:

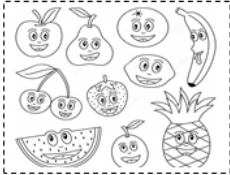
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LIKES	DISLIKES	WHY?

Survey Results:


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LIKES	DISLIKES	WHY?

Survey Results:

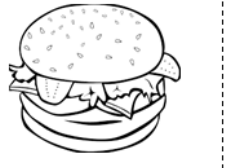
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LIKES	DISLIKES	WHY?

Survey Results:


_____?



LIKES	DISLIKES	WHY?

Survey Results:


_____?



LIKES	DISLIKES	WHY?

Survey Results:

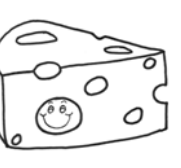
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LIKES	DISLIKES	WHY?

Survey Results:


_____?



LIKES	DISLIKES	WHY?

Survey Results:

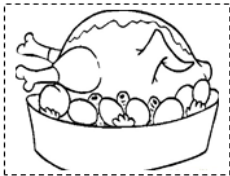
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LIKES	DISLIKES	WHY?

Survey Results:

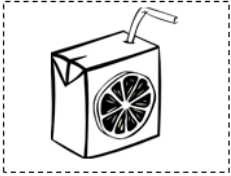
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LIKES	DISLIKES	WHY?

Survey Results:


_____?



LIKES	DISLIKES	WHY?

Survey Results:

_____?



LIKES	DISLIKES	WHY?

Survey Results:

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LIKES	DISLIKES	WHY?

Survey Results:

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LIKES	DISLIKES	WHY?

Survey Results:

_____ ?

LIKES	DISLIKES	WHY?


Survey Results:

_____ ?

LIKES	DISLIKES	WHY?

Survey Results:


_____?



LIKES	DISLIKES	WHY?

Survey Results:

_____?



LIKES	DISLIKES	WHY?

Survey Results:



Play soccer



Read



Go to the beach



Have a sleepover



Ride a bike



Skateboard



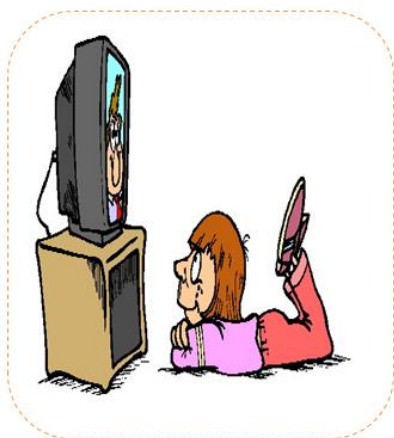
Go to the cinema



Listen to music



Skate



Watch TV



Play cards



Go fish



Sing



Draw



Play board games



Surf



Dance



Go to the pool



Play the guitar



Text message



Go camping



Play video games



LISTEN TO MUSIC



PLAY SOCCER



WATCH TV



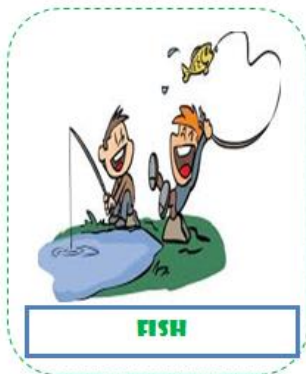
PLAY VIDEO GAMES

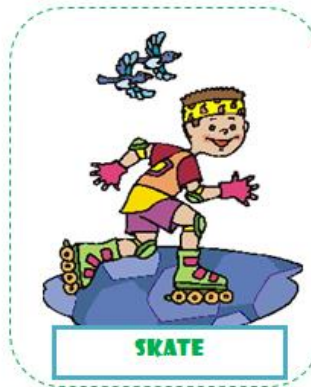
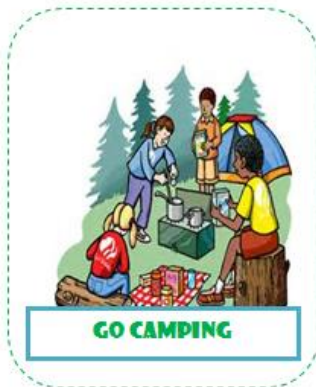
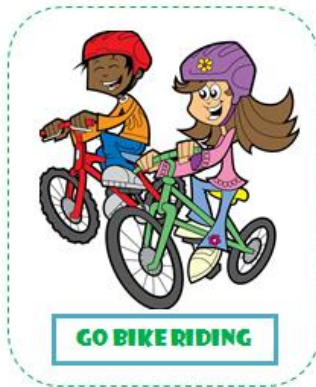
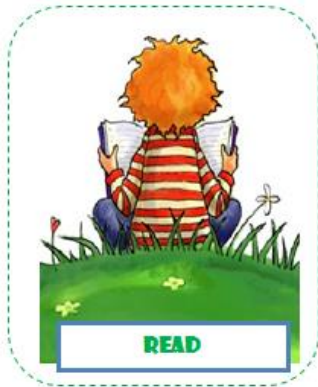


PLAY BOARD GAMES



PLAY CARDS







DRAW



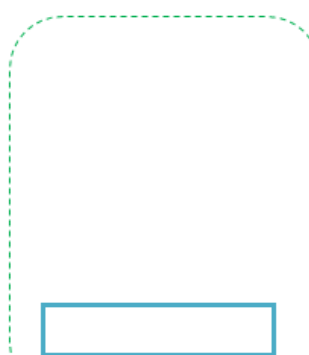
SING



GO TO THE BEACH



PLAY THE GUITAR



Do you like to ...

- ✓ play sports?
- ✓ go to the pool?
- ✓ dance?



Then join the
Active Students Club!

We meet twice a week: Mondays and Wednesdays before school
(6 am at the soccer field).

We always eat fruit and healthy sandwiches and drink lots of water and juice
after we play. Nutrition is important!

The English Club



First meeting

Wednesday, May 3rd at 5 pm
At the high school front entrance

The English club is for students who like to practice their English by reading, listening to music, watching movies, hanging out, playing games and talking in English.
We always have delicious snacks and drinks like cookies and milk, or potato chips and soda.

Please join us. Membership is FREE. 😊

Join the JJHS CLUB FOR CREATIVE PEOPLE!



Who: Creative people! Artists, musicians, actors, singers...

What: We spend time together, go to parks and museums, listen to music, eat different types of snacks and drink tea and juice.

When: Every Thursday after school, from 4:30 to 5:30, and sometimes on weekends

Where: The art room

Why: Because it is fun!



7th Grade – Short Texts and Dialogues

Week 1 Monologues

Mario's Daily Routine

Louis is in seventh grade at the local high school. Everyday he wakes up at 5:00. He drinks coffee and has breakfast. After he brushes his teeth. He goes to school at 7:00 and he studies with his classmates. He eats lunch at 12:00. At 4:00 he finishes high school and goes home. He takes a coffee break with his my mom and eats a snack. After he studies for his exams. At 6:00 he eats dinner with his parents and sisters. At the end of the day he watches TV and listens to music as a reward for his day of studying. He takes a shower and brushes his teeth. He goes to bed at 9:00 so he can get enough sleep for the next day.

Sarah's

Daily















Routine

Hi my name is Sarah and I'm an eight grader at the High School. In the mornings I wake up at 5:00 and I take a shower. I eat a big breakfast with my family so I am prepared for the day. I brush my teeth and go to school at 8:00. I study at school and I eat lunch at 12:30. After school, I play soccer with my friends to get exercise. I go home at 6:00. At 7:00 I eat dinner with my family. I take a bath and brush my teeth. I read a book and at 9:00 I go to bed. On the weekends, I wake up at 7:00. I go out with my friends during the day and I watch TV with my sisters at night. If I am tired, I take a nap. On Sundays, I do my homework and study for my exams so I am prepared for school on Monday.

Maria's Daily Routine on the weekend

During the weekend, I wake up at 8:00 and take a shower. My brother and I cook breakfast for my family. We eat and drink coffee together. After I go to play sports with my friends in the center of town. We play soccer, basketball and football. I enjoy it because I get to exercise and hang out with my friends. We then eat a snack together. I go home and eat lunch with my family. My Dad prepares my favorite meal of chicken and rice every Saturday. I take a nap in the afternoon. At night I eat a small dinner. I brush my teeth and wash my face. At 10:00 I go to sleep.

Daily Routines Questionnaire

1. What time do you get up in the morning?		2. Do you play board games in your free time?	
3. Do you eat lunch at school?		9. Do you go to the mall on the weekends?	
3. Do you do your homework in the afternoon?		10. Do you watch a movie before you go to bed?	
4. Do you play sports at school?		11. When do you go to the cinema?	
5. Do you spend time with your family on the weekends?		12. Do you play card games?	
6. What time do you go to bed on the weekends?		13. How do you spend your free time?	
7. Do you talk on your cell phone at night?		14. Do you have sleepovers with your friends?	

THE RELAX HOTEL

Do you like to hang out with your friends?

Do you like to pass time with your family?

Do you like to watch movies?

Do you like to eat delicious food?

Do you like to read in a relaxing place?

Do you like to play sports such as soccer or beach
volleyball?

Do you like to play board games and card games?

Do you like to drink coffee with your friends?

Do you love to travel?



WE HAVE:

- ❖ Beaches
- ❖ Fresh Food
- ❖ Basketball Courts
- ❖ A Game Room
- ❖ A Cinema
- ❖ Hammocks

ROOM RATES:

- ❖ Single: 5 mil
- ❖ Double: 7 mil
- ❖ Triple: 12 mil

WHERE:

Across from the main
beach in Cahuita

CONTACT US:

8888-8811
Relax.HotelCA.com
RelaxHotelCA@mail.com

Theme 3: Katherine's Weekly Routines

My name is Katherine and I live in Guapiles. I study at the high school during the day and I do my homework at night. After my homework, I watch TV and read my book before I go to bed. On the weekdays, I spend my free time practicing with the band. I play the drums, guitar and sometimes I sing. I enjoy band practice because not only do I get to practice, I also hang out with my friends. On the weekends I go to the pool with my sisters because it is very hot in my town. Then at night I often have sleepovers with my friends and we play board games or watch a DVD. My parents and I always spend time together on Sundays. We cook lunch during the day or sometimes we go out to eat at a restaurant. I like to cook because it's fun to try new foods. My favorite recipe so far is stuffed peppers. If there is a good movie playing at night, we go to the cinema. Before I go to bed, I do my homework or study for my exams. Sunday is my favorite day because I get to spend it with my family.

Theme 4: What Marta and Dan do with Free Time

Dan: Hey Marta! How are you doing?

Marta: Hi Dan, I'm great. And you?

Dan: I'm doing good, thanks! What do you do on the weekends?

Marta: Normally, I like to go to the park on Saturdays and get a cup of coffee with my friends. I love coffee! What about you?

Dan: Cool! I love to go to the park too. Sometimes I visit other places in Costa Rica because I love to travel.

Marta: That's awesome. I love to travel too! What else do you do in your free time?

Dan: I like to write and read books. I'm very interested in history so I like to research and read about it when I have free time. What else do you like to do?

Marta: Sometimes I like to read, but only if it's a good book! I love to play sports. In the mornings I always exercise. I play soccer or go for a run. Sometimes I play basketball, but I don't like it as much.

Dan: Yes, exercise is important. I also love to play soccer. I play on the school team and we practice every day after school. It's a lot of fun.

Marta: That's cool! We have a lot in common! Do you want to play soccer on Sunday in the morning?

Dan: Sure, I'd love too. We can meet at the park at 8:30 in the morning.

Marta: Ok, sounds great. I will see you there!

Dan: See you Sunday!

7th Grade – Phonology

Theme My Daily Routine	Theme Eating Habits	Theme Hanging out	Theme Things I like to do
Phonology Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).	Phonology Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).	Phonology Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).	Phonology Review
Implementation Practice replacing certain syllables to create new ones with students. The variety in this activity comes from replacing different parts of words initial, mid, and final. Words like hot can have their final syllable replaced with a p to make hop. Having students see the variety of words that arise from substitution is critical in the development of their pronunciation.	Implementation Continue with the implementation exercises but focus on word initial.	Implementation Continue with the implementation exercises but focus on word final.	Sound to Word Matching Provide your students with pictures of simple words like “dog” and have them identify the different parts of the word like they had during the other parts of the unit. Have them identify the different parts of the word by simply providing the picture of the word rather than saying the word.

Substitution

Objective: Learners receive guided practice in creating new words with simple substitution of a letter

1. Select the word(s) to use for the phoneme substitution.
2. Tell students you are going to say some words out loud and ask them to replace certain sounds with others and then say the new word. Tell them the new word might not always be a real word—it might be silly made up word.
3. Say the word out loud and prompt students to replace a specific sound with another sound (e.g., “What word do we have if we change the /r/ in run to /b/?”) Practice substituting beginning, middle, and ending sounds.

4. Repeat the tasks until students can fluently substitute phonemes with accuracy.
5. Complete this activity with picture cards where students substitute the beginning, middle, or ending sounds in words.

Variations

Beginning Sound

The teacher says a spoken word or presents a picture card and asks the students to replace the beginning phoneme in the word with a new phoneme. The students have to mentally substitute the phonemes and say the new word. Example: Teacher: "What word do we have if we change the /k/ in cat to /r/?" Student: "rat" Teacher: "What word do we have if we change the /s/ in sat to /p/?" Student: "pat"

Middle Sound

The teacher says a spoken word or presents a picture card and asks the students to replace the middle phoneme in the word with a new phoneme. The students have to mentally substitute the phonemes and say the new word. Example: Teacher: "What word do we have if we change the /a/ in cat to /o/?" Student: "cot" Teacher: "What word do we have if we change the /o/ in clock to /i/?" Student: "click"

End Sound

The teacher says a spoken word or presents a picture card and asks the students to replace the ending phoneme in the word with a new phoneme. The students have to mentally substitute the phonemes and say the new word. Example: Teacher: "What word do we have if we change the /t/ in cat to /p/?" Student: "cap" Teacher: "What word do we have if we change the /p/ in clop to /m/?" Student: "clam"

Sound-to-word matching

Objective: Useful as a beginning step in sound segmentation, matching requires that the child identify the beginning sound of a word.

1. Awareness of the initial sound in a word can be done by showing the learners a picture (dog) and asking them to identify the correct word out of three: "Is this a /mmm/-og, a /d/d/d/-og, or a /sss/-og?"
2. A variation is to ask if the word has a particular sound: "Is there a /d/ in *dog*?" This can then be switched to "Which sound does *dog* start with — /d/, /sh/, or /l/?" This sequence encourages the learners to try out the three onsets with the rime to see which one is correct.

3. It is easiest to use continuants that can be exaggerated and prolonged to heighten the sound input. Iteration should be used with stop consonants to add emphasis.
4. Yopp (p. 700, 1992) also suggested the use of songs in sound matching activities. One of several examples she presented uses the tune of "Old MacDonald Had a Farm":

What's the sound that starts these words?

Turtle, time, and teeth.

(Wait for a response from the children.)

/t/ is the sound that starts these words:

Turtle, time, and teeth.

With a /t/, /t/ here, and a /t/, /t/ there,

Here a /t/, there a /t/, everywhere a /t/, /t/.

/t/ is the sound that starts these words:

Turtle, time, and teeth!

Variation

The learner might use favorite stories from their reading lessons to identify different sets of three words that start with the same sound to incorporate into the song. Each repeated verse could then emphasize a different sound. The teacher again is cautioned to use the phoneme sounds, not the letter names for these activities.

7th Grade – Optional Activities

Unit 2: Enjoying Life

Theme 1: My Daily Routine

Warm	Up	Activities
<p><i>Entrance tickets/tasks:</i></p> <ul style="list-style-type: none"> Complete brainstorming flow chart of daily activities http://www.esflow.com/ESL-brainstorming-routines---daily-activities.html <p><i>Songs:</i></p> <ul style="list-style-type: none"> Animated Daily Activities song/video https://www.youtube.com/watch?v=k0FHGnc6iHg Morning routines song/video (childish) https://www.youtube.com/watch?v=eUXkj6i6Ezw <p><i>Other Activities:</i></p> <ul style="list-style-type: none"> Learners act out morning/evening routines with narration Last man standing: Teacher gives a time of day, and as they pass a ball learners must say an activity they do at that time of day. Learners who repeat/don't say an activity must sit down. Hot seat: Teacher writes a time of day on the board, and one learner sits in the "hot seat" with his/her back to the board. Learners in the audience must call out activities to help their classmate guess the time of day behind them. Pass the bag: hot potato with a bag of written out routines, when the music stops the learner must act out the routine and have classmates guess what it is. http://www.onestopenglish.com/community/lesson-share/extras/vocabulary/vocabulary-pass-the-parcel/145360.article Each learner/pair receives a slip of paper with the name of a routine, then the class must line up in order of when people normally do the activities. For speaking practice: Learners can't show their card to classmates, but can only share their activity name by speaking. <p>Activating Prior Knowledge: Brainstorming</p> <ul style="list-style-type: none"> Essential question: How do the things people do every day help them enjoy life? Simplification of essential question for level: What do people do to enjoy life? Learners observe pictures of routines: Is this routine necessary or unnecessary OR Is this routine fun or boring? 		

- What are three things you do before you go to high school?
- What is your routine/favorite part of the day?
- At what time do you ____ (wake up, eat breakfast, etc.)?

Introducing different text types (visual aids, technology, graphic organizers, etc.)

- Personal daily planner or weekly planner examples: <http://3.bp.blogspot.com/-iepZooWvTgg/T2vgizHKUnI/AAAAAAAAArw/fqRZbHvpU1g/s1600/weekly+activity+list+example+picture+1.png> or <http://strategytools.org/img/SeeToolsFiles/Screens/WeeklyPlanner.png>
- Diary (ex: https://en.islcollective.com/wuuploads/preview_new/big_70968_welcome_to_my_diary_1.jpg)
- Checklist of routines by frequency (ex: <http://www.eslprintables.com/es/previewprintables/2012/may/7/thumb205071103463082.jpg>)

Oral and Written Comprehension

- Shout and act out! Learners listen to someone describe their daily routine and shout out and/or act out the routines they hear
- Use listening comprehension activities with videos from:
 - o <http://teachers.onlineenglishexpert.com/adverbs-of-frequency-lesson-plan-daily-routine-a1/> (use included comprehension activities)
 - o <https://www.youtube.com/watch?v=Kq0CQhCZ2jk> (learners listen to daily routine descriptions and answer questions about times of day for different activities).
 - o <https://www.youtube.com/watch?v=ILdzRqY4E7A> (learners listen and put daily routines in order from a list)
 - o <https://www.youtube.com/watch?v=HXm91PT6MJw> (learners listen and put daily routines in order from a list. This is one of five videos from the same series on daily routines.)
- Class creates an illustrated dictionary of routines
- Good worksheets on habits:
 - o <http://www.onestopenglish.com/community/lesson-share/winning-lessons/young-learners/young-learners-daily-routines-and-habits/153913.article> (under related resources)
 - o <http://www.esltower.com/VOCABSHEETS/chores/chores.html>

Oral and Written Production

- Good/bad routines: Learners divide routines into good/bad columns and report them to the class.
- Routine charades
- Listen and repeat vocabulary with pictures: <http://www.agendaweb.org/vocabulary/daily-routines-worksheets-resources.html>
- Time spinner: Learners twist a spinner and receive a time based on where the spinner ends (it could be divided between times of day or the hours of the clock). Learners must say what routine they do at that time.
- In pairs, learners ask questions to fill out their partner's daily routines <http://www.english-area.com/paginas/time%20and%20present%20simple.pdf>
- Find someone who with adverbs of frequency (see appendix)
- Learners play daily routines battleship. First, learners check the boxes of a provided chart saying when they do each activity (in secret). Then, they their partner ask yes/no questions about when their partner does each activity to (ex: do you get up at 7?), and receive points every time their partner says yes. This should be a timed activity. Ex: <http://simpleesl.com/daily-routines-esl-worksheet-printable-english-activity/daily-routines-battleships-game-2/>
- Describe routines in pictures <http://www.eslflow.com/Routines-worksheet.html>
- Describe routines in videos:
 - <https://www.youtube.com/watch?v=-h6oABjtLs>
 - <https://www.youtube.com/watch?v=9YxPkDCnZPI>
- Learners apply adverbs of frequency to the routines of their teacher (see appendix "Teacher Routines")
- Picture sentence relay: Learners form two teams, with each team standing in a line. Each team receives the picture of an activity (ex: a girl brushing her teeth) and passes it back from learner to learner, with each learner saying when they do the activity (ex: "I brush my teeth at 7"). The first team to pass the picture all the way to the end receives a point.
- Learners write a diary entry using daily routines in simple present.
- Learners fill out a daily planner template.
- Learners complete a daily routine checklist, checking off how frequently they do each activity.

Theme 2: Eating Habits

Warm

Up

Activities

Entrance tickets/tasks:

- Learners name five dishes they can create using meat and tomatoes.
- Learners review adverbs of frequency by writing how often they eat/drink a list of foods.
- Learners read problematic recipes and identify which ingredients don't belong (ex: hamburger: bread, meat, lettuce, FISH, tomato)
- Learners write foods and drinks that start with the letters D E L I C I O U S, M E N U, or H E A L T H Y
- Learners guess the meaning of the idiom "pig out".
- Learners guess the origin of different foods (tomatoes, hamburgers, etc.)

Songs:

- Amusing authentic food commercial songs
 - Taco bell: <https://www.youtube.com/watch?v=TBTSYSoWaUE>
 - Meow mix: <https://www.youtube.com/watch?v=LTunhRVyREU>
- Childish but good language:
 - <https://www.youtube.com/watch?v=qtLwSMivm2s>
 - <https://www.youtube.com/watch?v=frN3nvIHUK>

Other Activities:

- Fruit pass: learners pass a piece of fruit around in a circle and need to name different fruits (can be repeated with other types of food). Learners who repeat or don't say a fruit are out.
- "I'm having a picnic and I'm taking..." memory game: In a circle, each learner must say the beginning phrase, the names of foods said before them, and then add a new food to the list. Ex: L1: "I'm having a picnic and I'm taking apples"; L2: "I'm having a picnic and I'm taking apples, and oranges." Etc.

Activating Prior Knowledge: Brainstorming

- Essential question: How do the things people do every day help them enjoy life?
- Simplification of essential question for level: What do people do to enjoy life?

- Modified for theme: What foods do people enjoy eating?
- Food brainstorm relay race: In teams, learners race to the board and try to write the names of as many foods as possible. Teams can be assigned different categories such as fruits, vegetables, junk food, etc.
- Food sorting race: Learners stick pictures/names of foods to the board in the correct categories.

Introducing different text types (visual aids, technology, graphic organizers, etc.)

- Menus
https://www.google.com/imgres?imgurl=http%3A%2F%2Fwww.esladventure.com%2Fuploads%2F1%2F2%2F8%2F0%2F12804055%2F8734517_o_rig.png&imgrefurl=http%3A%2F%2Fwww.esladventure.com%2Fesl-articles%2Ffun-simple-esl-project-idea&docid=M0AohM0M2EIPiM&tbnid=K9Jqmeq7uk9RM%3A&w=516&h=800&ei=WSXwVrr4IMXZe6LbKgG
- Billboards <https://www.google.com/search?site=&tbn=isch&source=hp&biw=&bih=&q=food+billboard&btnG=Search+by+image>
- Food labels
- Recipes

Oral and Written Comprehension

- Human ingredients: Learners receive the name of an ingredient; the teacher calls out the names of dishes and learners must group themselves in order to create the dishes (to make this a speaking activity, learners can hide their names and identify themselves to each other by saying “I have the bread/tomatoes/etc.”).
- Step forward, step back: Learners stand in two lines, facing each other. When the teacher calls out the name of a food, learners who like the food step forward and say “I like ____;” then learners who don’t like the food step back and say “I don’t like ____.”
- Learners complete listening comprehension tasks for food-related dialogues:
 - o https://www.eslpod.com/website/show_all.php?cat_id=202#
- Learners watch cooking video and follow along (either using real food or pictures of food.) Choose from any of the videos at the following site.
<http://www.kids-cooking-activities.com/kids-cooking-videos.html>
- Use a video interview of children explaining table manners -- <https://www.youtube.com/watch?v=FAqqxkkaUUg>
- Use a how to video such as this one regarding healthy eating habits -- <https://www.youtube.com/watch?v=WSWPgFkUUeU>
- Use top 10 tips such as those listed at one of these websites –
 - o <http://www.eufic.org/article/en/expid/10-healthy-eating-tips-kids/>

- <http://www.nestle.com/nutrition-health-wellness/health-wellness-tips/healthy-habits-kids>
- Use a table on what foods to serve when for healthy teens like the one found as you scroll down in this site -- http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/healthy_eating.aspx#t1
- Use a copy of the food pyramid for kids -- <https://s-media-cache-ak0.pinimg.com/736x/55/76/6c/55766c24fcadfd9abd7da0647e25f2e6.jpg>

Oral and Written Production

- Blindfold guess: While wearing blindfolds (or in a bag or through a box), learners touch pieces of food and need to guess what they are touching. They can also use cardboard cut-outs of the food.
- Food brainstorm relay race: In teams, learners race to the board and try to write the names of as many foods as possible. Teams can be assigned different categories such as fruits, vegetables, junk food, etc.
- The Perfect Meal: Learners take a paper plate and draw lines onto it to divide it into categories. They then write or draw the foods they want to incorporate into the meal on their plate and share it verbally in groups/to the class.
- Food spinner: teams compete to identify food-related pictures.
<http://www.eslgamesworld.com/members/games/ClassroomGames/SpinOff/Food%20Spin%20-%20Fruits,%20Veggies,%20Actions,%20Food/play.html>
- Pass the salt: Learners sit in groups at tables with different pictures of food. They take turns asking “please pass the ____”, and the learner who has that food passes it to them and says “here you go”. The rules/objectives can be easily adapted as needed.
- Utensil request: Teams of learners sit at tables together. Each learner is given a food, except one learner who is assigned to be the waiter. Learners must decide which utensil to eat their food with, and request that the waiter brings it to them (which he/she does by giving them the right plastic utensils). Teams compete to distribute the most correct utensils in the least amount of time. Organization could be maintained by giving each team a menu, and saying only the student with a menu can address the waiter.
- Meal routines throw: With a list of foods on the board, learners throw a ball and try to hit a food. Using the food they hit, they need to create a sentence describing a routine (I sometimes eat apples, I eat eggs for breakfast, etc.)
- Food sorting race: In teams, learners take pictures of food and run to put them into the correct container (ex: a healthy box and a junk food box); before putting the picture into the box learners should make a short sentence (ex: “apples are healthy” or “cookies are junk food”).
- Learners fill in a food pyramid chart. <http://ellenjmchenry.com/homeschool-freedom/downloads/lifesciences-games/images/CutandPasteFoodPyramid.jpg>

- In teams, learners create their own restaurants and create a menu with foods sorted by meal (lunch, dinner, etc.) and assign each food a price. Then, learners can take turns going to each others` restaurants and ordering food from the menu (which can be supplied with pictures of the food).
- Learners record what they eat during a day or week using a food diary. http://www.freeprintablemedicalforms.com/preview/Daily_Food_Journal
- Learners create a recipe or groups create a cookbook of simple recipes.
- After listening to videos in Comprehension exercises, learners create a top 10 list of rules to remember while at the table or good eating habits.

Theme 3: Hanging Out

Warm

Up

Activities

Entrance tickets/tasks:

- Learners read different hang out activities on the board and rate each one according to how fun/boring it is, or how relaxing/stressful it is.
- Learners think of as many pastimes as they can that start with the letters R E L A X I N G or H A N G O U T.

Songs:

- Free Time – cartoon with subtitles <https://www.youtube.com/watch?v=tzFESmpc6mo>
- “Friday” by Rebekah Black
music video – <https://www.youtube.com/watch?v=kfVsfsOSbJY0>
Lyrics in video -- <https://www.youtube.com/watch?v=DPVTI9K0lqc>

Activating Prior Knowledge: Brainstorming

- Essential question: How do the things people do every day help them enjoy life?
- Simplification of essential question for level: What do people do to enjoy life?
- Modified questions for theme: What activities do you do when you hang out? Who do you usually hang out with?
- Learners are told that they have old friends visiting tomorrow and need to think of different activities they can do with them.
- Learners are told it is Saturday and it is raining outside, so they need to think of different things they can do to pass the time.
- Learners create a mind map of hang out activities organized by location. <https://s-media-cache-ak0.pinimg.com/736x/28/e0/0c/28e00c22bf44f3289f72de3e739abb42.jpg>

Introducing different text types (visual aids, technology, graphic organizers, etc.)

- Text message invitation -- <http://www.greetingsisland.com/images/Invitations/birthday/preview/pSMS.jpg>
- Written invitation -- <http://apracticalwedding.com/wp-content/uploads/2015/01/invite-graphic.jpg>
- Billboards or posters advertising activities –
 - <http://www.shortlist.com/entertainment/films/20-best-blockbuster-posters#gallery-20>
 - <http://www.ebay.co.uk/bhp/music-festival-posters>
- Diary entry -- <http://seriousplay.typepad.com/.a/6a0115708089ea970b01a5118e4709970c-500wi>

Oral and Written Comprehension

- Hang out activity telephone/pass the marker: Grouped by teams, learners organize themselves into lines. The first learner in each line listens to a recorded sentence describing a hang out activity, and repeats it to the learner behind him/her (to warm up, the first recordings may just be the name of an activity). The final learner in each line may either repeat the sentence to the teacher, or write it on the board.
- Billboard listening: With two or three billboard images projected at the front, learners listen to a recording of someone describing a hang out activity. Learners must then decide which billboard advertises the activity they just heard described.
- Video/listening of native speakers describing hang out activity preferences, hang out routines, or their ideal day off(ex: <https://www.youtube.com/watch?v=Qkxj2Rsljc>)
 - Shout out: learners listen to native speakers and both act out and call out the names of hang out activities they hear
 - Bingo: Learners complete bingo sheets of different hang out activities as they listen.
 - Hang out routine table: Learners fill out a table with the information they hear about the speakers' hang out routines (time, activity, participants).
- Learners read invitations and identify key information (activities, time, etc.) -- <http://www.minted.com/wedding-event-party-invitations>
- Learners read billboards and identify which activities are being advertised (ex: https://www.google.com/imgres?imgurl=http%3A%2F%2Fprevention.sph.sc.edu%2Fprojects%2Fsusomaterials%2FBillbordPromt.jpg&imgrefurl=http%3A%2F%2Fprevention.sph.sc.edu%2Fprojects%2Fsuso.htm&docid=oLdZ7onCT6E-OM&tbnid=E8haDzIHFFFI0M%3A&w=4313&h=1960&ei=1NvxVp-qO4qyev_gh-AG , https://www.google.com/imgres?imgurl=http%3A%2F%2Fwww.infonigara.com%2Fshopping%2Fpencentre%2Fimages%2FBillboard_Summer_200

[9.jpg&imgrefurl=http%3A%2F%2Fwww.infoniagara.com%2Fshopping%2Fpen_centre.aspx&docid=wjOcDyHWCqR0TM&tbnid=tnTJeRqLqFTM0M%3A&w=500&h=250&ei=jtZXVo-zK8IvwsYgK](http://www.infoniagara.com/shopping/centre/centre.aspx?docid=wjOcDyHWCqR0TM&tbnid=tnTJeRqLqFTM0M%3A&w=500&h=250&ei=jtZXVo-zK8IvwsYgK))

- o Learners rate the activity billboards on whether they sound fun, and/or say how frequently they conduct the activity in the billboard.
- Learners read movie posters -- <http://www.shortlist.com/entertainment/films/20-best-blockbuster-posters#gallery-20>

Oral and Written Production

- Learners look at pictures of people and report what activity they are doing.
- Hang out habits questionnaire: Learners complete a questionnaire stating their hang out activity preferences
- Hobby/leisure activity worksheets
 - o <http://www.englishsheets.com/hobbies.html>
 - o https://en.islcollective.com/resources/search_result?Vocabulary_Focus=Hobbies
- Picky picky – Learners prepare invitations to activities groups in which they say where they are going and what activity they're going to do, finishing with "want to join?" Then, learners stand in two lines, one line for those giving invitations and one for invitees. After each round of invitations and acceptances/refusals, the pairs that had an acceptance go and sit down, while the pairs that had a refusal look for different partners. After two or three rounds, the remaining invitees are declared "picky", and the activity is repeated with reversed roles.
- Relaxing routines: Learners interview each other about what they do to relax
- Jump or turn around invitations: The teacher (or a learner at the front) invites the class to an activity. Learners who want to go to the activity jump and say "yes, it sounds ___ (adjective)". Learner's who do not turn around and say "no, it sounds ___".
- Hanging out stations: Learners rotate between stations, practicing the target language while actually doing the activities they are learning. At the end, students report if they like or don't like each of the activities.
 - o Text messages: Learners text each other (either using cell phones or, if that's impractical, by passing a sheet of paper back and forth) about the frequency with which they do different activities on a list.
 - o Phone calls: Learners sit back-to-back and interview each other about which activities they like doing.
 - o Board game: Learners play a board game where they need to identify the activity picture they land on to keep playing. Ex: https://en.islcollective.com/resources/printables/worksheets_doc_docx/hobbies_boardgame/verb-phrase-hobbies/55969

- Card game: Learners play “Go fish” with hang out activity cards. Each learner tries to create pairs of activity cards by asking a class mate “do you have ‘watch tv’?” (this should always be an activity that the asker already has in his hand). If yes, the asker takes that card and puts the pair down on the table, getting a point. If no, the other student responds “go fish” and he loses his turn.
- Invitations: Learners write out invitations specifying the activity, time, location, and participants. Then, learners give their invitations to their classmates.
- July vacation plans: Learners write out their plans for what hang out activities they want to do during July break. First, they use a template where they plug in their information. Then, they create sentences and prepare to present them.
- Learners use an online email invitation program to create an invitation -- <http://www.evite.com/>

Theme 4: Things I Like to Do

Warm

Up

Activities

Entrance tickets/tasks:

- Learners label pictures of activity vocabulary on the board.
- Learners individually rank a list of illustrated activities in terms of how much they like them, then share with the class.
- Mixed up sentences: Mixed up sentences talking about likes/dislikes are written on the board, and learners must put them in order (Ex: play to Jennifer games likes on Saturdays video--- Jennifer likes to play video games on Saturdays).

Songs:

- <https://www.youtube.com/watch?v=OzriqUrHuGc> (more of a video introduction of vocabulary than a song)
 - https://www.youtube.com/watch?v=QZ_1SA dy0jk (a more complex version of the previous “song”)
- <https://www.youtube.com/watch?v=tYNap8gV NK4> (visual part is childish, but could be easily changed)
- <https://www.youtube.com/watch?v=frN3nvhIHUK> (childish, but it has a good structure that could potentially be remade for the level)

Other Activities:

- Activity trivia: Learners answer multiple choice trivia questions related to activities (ex: what country is football from? What was the price of the first TV? Etc.)
- Play SOS to review material from the past 3 lessons <http://eslspeaking.org/sos-review-game-esl-students/>
- Team spelling: In teams, learners receive pictures of vocabulary from past themes and must spell them correctly to get a point. If a team spells a word incorrectly, the other teams get a chance to steal the point.

Activating Prior Knowledge: Brainstorming

- Essential question: How do the things people do every day help them enjoy life?
- Modified question for level: What activities do people enjoy doing?
- Learners write a different activity they do with each group of people (parents, siblings, friends, classmates, etc.) and things they would like to do but do not currently. <https://www.worksheetworks.com/miscellanea/graphic-organizers/compare-contrast-matrix.html>
- Learners think of one activity that corresponds for them to each word: love, like, don't like, hate

Introducing different text types (visual aids, technology, graphic organizers, etc.)

- Billboards advertising activities
- Pamphlets describing activities -- http://www.visitcostarica.com/ict/paginas/templates_folletos/en/en_folletos_aventura.asp
- T chart of things I like to do/things I don't like to do -- <https://www.worksheetworks.com/miscellanea/graphic-organizers/tchart.html>
- Slide show of family activities -- <http://www.parents.com/fun/activities/outdoor/weekend-family-activities/#page=11>

Oral and Written Comprehension

- Grouping by preferences: The teacher hangs 4 signs on the wall: Love, like, don't like, and hate. When the teacher calls out an activity, learners run to the sign that best expresses their feelings. Then, each group expresses its preference together (ex: we love to ___!)
- Common ground: Learners are told they are organizing an activity, but first need to listen to the preferences of the participants to decide which one to do. Learners then listen to recordings of different people's activity preferences. As they listen, they take a sheet containing a list of activities and cross out the activities that the speakers say they don't like, and put checks next to the activities they say the DO like. Learners then decide which activity to organize.

- Guided listening questions: Learners listen to speakers discuss their interests, and fill out a table. Ex:

Speaker	Likes	Doesn't like
Jane		
Carl		

- Fly swatter: Learners stand in teams and listen to the names of activities called out by the teacher (either in isolation, in a sentence, or through hints that describe the activity without directly naming the activity). A representative from each team races to swat a picture of the correct activity stuck on the board. Learners must also repeat the name of the activity orally to get a point.
 - Double fly swatter: Learners listen to sentences not only for the name of an activity, but also for whether the teacher likes/doesn't like it. They then must slap first the activity, then the correct preference word on a scale (love, like, don't like, hate).
- Use Say It In English video on "like" -- <https://www.youtube.com/watch?v=Z4fCHV090Yg>
- Learners listen to part of the presentation on diary entries that can be found here -- <http://www.learnnext.com/CBSE/Class-9/English-Writing-Skills/Email-Writing-and-Diary-Entry/Diary-Entry-Format-and-Sample/L-2249569.htm#container>
- Learners read instructions on how to do a diary entry and/or listen to video presentation on same site -- <http://www.learnnext.com/nextgurukul/wiki/concept/CBSE/IX/English-Writing-Skills/Diary-Entry---Format-and-Sample.htm>
- Learners read vacation/activity center pamphlets and identify what activities are available. (ex: <http://1.bp.blogspot.com/--DspohlHBgl/U47F55lbgFI/AAAAAAAAADwI/Ooke9NUVmh/s1600/marikina-sports-center-brochure.jpg>)
 - As a follow-up activity, learners can decide which of the offered activities they like/don't like, or rate their preferences.
 - As a follow-up activity, learners can receive a budget and decide which activities they want to do with their budget.

Oral and Written Production

- Charades cards: In groups, learners take turns drawing cards with the name of a hobby and acting it out.
- Hobby quiz: learners identify hobbies from pictures
<http://eslgamesworld.com/members/games/ClassroomGames/Quizshow/Hobbies.%20Activities%20and%20Sports%20Quiz%20Show/index.html>

- Frequency guess: In small groups, learners share sentences of activities they do while omitting the adverb of frequency (ex: I watch tv). Then, they need to guess how often their classmates do that activity (ex: you always watch tv).
- Pass the marker: The class divides into two teams, standing in lines. The learners at the front of the line must listen to a question from the teacher (ex: do you like to ____?), and give a correct oral response. If they do, they pass a marker to the student behind them, who then must repeat the sentence. This continues until the last person on the line receives the marker, writes the sentence on the board, and repeats it orally. The first team to do so receives a point. (Alternatively, each learner could also need to repeat the question to their classmate behind them).
- Common interests groups: Learners sit in small groups and receive a small number of activities (perhaps 3-5). Each learner in the group expresses his feelings about each activity to the group (ex: "I like to watch TV, "I love to study", etc.). When other members of the group are talking, learners should take notes by putting Xs next to activities their classmates don't like, and checks next to activities they DO like. Then the group must decide what activity they want to do together, and share their decision with the class.
- Ideal day description: Learners write a schedule for a perfect day (ex: I get up at 8:00, I like to sleep late. I eat eggs for breakfast, I love eggs. Etc.)
- Activity center pamphlet: In pairs, learners decide on a theme for an activity center/vacation resort. Together, they decide what activities to offer and write a simple pamphlet with activities, descriptions, and prices (ex: Soccer: play soccer on our synthetic soccer fields. Price: \$5)

Integrated Mini Project

- Class-wide collaborative survey to prepare a party: The class is going to have a party/fun day in English, but first it must determine the preferences of its learners by carrying out a survey that all learners help to make, and all learners respond to.
 - In pairs or trios, learners are assigned the topic for which they will write questions (ex: music, food, drinks, activities, theme, location, etc.).
 - Each pair/trio creates questions related to their topic, which are then compiled into a single survey (alternatively, pairs could simply apply their survey questions orally)
 - The survey is conducted and tabulated, and each pair/trio presents its results. These results will determine the details of the party.



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- The party is carried out in the next class (with fun review activities in English)
- Open-ended surveys with presentations: In pairs/trios, learners decide on a topic relating to the likes/dislikes of their classmates (ex: indoor activities, Chinese food dishes, typical dishes, etc.), and create short surveys to administer to their classmates (either orally or in writing). Learners then give short presentations of their findings.
- Daily Routine Skits: In pairs, students write out their daily routines (or how a perfect day would go). Then, as their partner reads out their daily routine, the presenting learner acts it out using props, materials, etc.
- Student clubs: In pairs or small groups, students design a student club from the ground up and prepare a presentation to encourage other students to join.
- Small group diversified tourism businesses: In small groups, learners create tourist centers that they will present to the class. They should prepare the following information:
 - Name, location, and theme of the business.
 - Types of food they will offer at their restaurant
 - Fun activities they will have available at their center
 - Explanation of choices (likes/dislikes of their clients)


Level 7 th		Unit 3		
CEF level to be reached: A1.1				
Scenario: Getting Back to Nature				
Enduring Understanding	Costa Rican natural beauty can be enjoyed by experiencing its wonders when traveling.			
Essential Question	How can people more closely experience nature when visiting places?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Weeks 5/6
<p>Assessment: L identifies instructions for games and follows teacher or students' modeling of the activity.</p> <p>L.1. identify instructions for games and follow teacher's or students' modeling of the activity.</p> <p>Assessment: L identifies key words related to nature in texts.</p> <p>R.2. identify key words related to nature in texts.</p> <p>Assessment: L provides basic information about favorite natural beauties in the country and wonders all over the world.</p> <p>SP.1. provide basic information about familiar</p>	<p>Assessment: L recognizes some isolated vocabulary, terms, and main ideas from specific subject areas.</p> <p>L.2. recognize some isolated vocabulary terms and main idea in oral advertisements or conversations.</p> <p>Assessment: L recognizes main ideas in texts.</p> <p>R.3. understand main ideas in familiar texts about natural beauties and wonders accompanied by illustrations.</p> <p>Assessment: L completes gapped sentences using a</p>	<p>Assessment: L recognizes specific information about natural beauties and wonders.</p> <p>L.3. recognize specific information on natural beauties and wonders.</p> <p>Assessment: L recognizes specific details in texts accompanied by illustrations.</p> <p>R.4. understand specific details in texts accompanied by illustrations.</p> <p>Assessment: L asks people for information related to places, tours and plans.</p> <p>SI.3. ask people for information related to places, tours and plans.</p>	<p>Assessment: L talks about tours and plans briefly.</p> <p>SI.1. talk briefly about tours and plans.</p> <p>Assessment: L writes simple descriptions of traveling places and plans.</p> <p>W.2. write simple descriptions on traveling places and making plans, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, and basic punctuation).</p> <p>Assessment: L describes what he/she likes about places and traveling plans.</p> <p>SP.2. describe what he/she likes about places and tours.</p>	<p>Assessment</p> <p>Anecdotal reports / rubrics / instruments for self and co-assessment.</p> <p>Suggested Integrated Mini project</p> <ul style="list-style-type: none">– Advertisement– Brochure– Board game– Other

things (e.g. favorite natural beauties in the country and wonders all over the world).	word list of familiar words. W.1. complete gapped sentences using a word list of familiar words.	Assessment: L asks somebody to repeat what he or she said more slowly. SI.2. ask somebody to repeat what they said more slowly.	
Can Do related to Phonology to be inserted as appropriate each week Assessment: L recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts. R.1. identify English language sounds using knowledge in phonics, syllabification and word parts.			
Theme Natural Wonders in my Backyard	Theme Marvels in Costa Rica	Theme A World of Wonders	Theme Where can I go next?
Function – Identifying natural elements in my community.	Function – Giving information about marvels in CR natural beauty.	Function – Telling about natural world wonders.	Function – Describing where I can go to enjoy natural beauties.
Discourse Markers – and, but, because	Discourse Markers – and, but, because	Discourse Markers – and, but, because	Discourse Markers – and, but, because
Grammar & Sentence Frames <u>There is/are</u> – In my patio/backyard there is a ____ (tree) – In Costa Rica there are ____ national parks. – In Costa Rica there is a Biological Reserve.	Grammar & Sentence Frames <u>There is/are</u> – In my patio/backyard there is a ____ (tree) – In Costa Rica there are ____ national parks. – In Costa Rica there is a Biological Reserve.	Grammar & Sentence Frames <u>Wh-Questions</u> – What are some natural things in your home/country? – What examples of natural beauty are there in ____ (country)?	Grammar & Sentence Frames <u>Wh-Questions</u> – What are some natural things in your home/country? – What examples of natural beauty are there in ____ (country)?
Phonology Short vowel sounds (-at) in orally stated single-	Phonology Short vowel sounds (-en) in orally stated single-	Phonology Short vowel sounds (-ad) in orally stated single-	Phonology Review short vowel sounds (-at,-en, -ad)

syllable words. (e.g. hat)	syllable words. (e.g., pen)	syllable words. (e.g. mad)	
Vocabulary <u>Natural Wonders in My Backyard</u> – nature, trees, plants, rivers, lakes, mountains, flora, fauna, hot springs, volcanoes, etc.	Vocabulary <u>Marvels in Costa Rica</u> – Costa Rica Natural Marvels National Parks, Biological Reserves, caves, beaches, volcanoes, lake, rivers, mountains, cloud/rain/dry forest	Vocabulary <u>World Natural Wonders</u> – Mount Everest, Harbor-Rio de Janeiro, Great Barrier Reef, Victoria Falls, Paricutin Volcano, Grand Canyon, Aurora Borealis	Vocabulary <u>Where can I go next?</u> – places, attractions, activities to do
Psycho-social – Appreciating natural wonders Socio-cultural – Promoting the enjoyment of natural wonders for all.	Psycho-social – Being aware and committed to protecting the environment Sociocultural Idioms – Getting back to nature – A breath of fresh air – In deep water	Psycho-social – Being aware and committed to protecting the environment Sociocultural Quotes “Let’s save our planet”	Psycho-social – Being aware and committed to protecting the environment Sociocultural Quotes – Stop and smell the roses. – When it rains, it pours.

Didactic Planning Week 1

Level: 7 th		Unit: 3
Domain: Socio-Interpersonal and Transactional	Scenario: Getting Back to Nature	Theme: Natural wonders in my backyard
Enduring Understanding: Costa Rican natural beauty can be enjoyed by experiencing its wonders when traveling. Essential Question: How can people more closely experience nature when visiting places?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p>Grammar & Sentence Frame</p> <p>What are these? There is _____. Is there _____? Yes/No. There are _____. Are there _____? Yes/No. I like my _____.</p> <p>Phonology</p> <p>/-at/</p> <p>Vocabulary</p> <p>backyard, flower, cat, dog, tree, grass, stones, nature, living, non-living things, cat, garbage, trash can, plants, rivers, lakes, mountains, flowers, bugs, rocks, flora, fauna</p>	<p>Function</p> <p>Identifying natural elements in my community ✓ (backyard)</p> <p>Discourse Markers</p> <p>Connecting words: and, but</p>	<p>Psycho-social</p> <p>Appreciating local natural wonders.</p> <p>Socio-cultural</p> <p>✓ Promoting the enjoyment of natural wonders for all.</p>

Assessment Strategies & Evidences	Learner can	Didactic Sequence	Time Total: 120 min
<p>Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies</p> <p>Learner...</p> <p>R.2. identifies key words related to nature in texts.</p>	R.2. identify key words related to nature in texts.	<p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening</p> <p>Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading</p> <p>Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing</p> <p>Written Production: Pre-writing; Drafting; Revising; Editing</p> <p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing <i>the week goal</i> and class agenda, etc.</p> <p>Warm up</p> <p>T calls attention to the adaptation of the Essential Question already written on the board: How can people more closely experience nature when visiting their backyards? Using a picture of a house and backyard and an example or examples of realia from nature (bug in a jar, stone, leaf, flower, etc.) and miming, T shows what a backyard is, showing a picture of the backyard.</p> <p>Pre-task: reading to listen</p> <p>T explains the Can Do goal and asks Ls what they know about the topic by showing pictures or using realia of nature items from different backyards (e.g., grass, tree, flowers, stones). As T introduces new items, he/she asks <i>What is this?</i> and waits to see if Ls activate prior knowledge. If not, T says, <i>This is a _____</i>.</p> <p>T writes the word “backyard” on the board in the center of a cluster graphic organizer. T asks <i>What is in a backyard?</i> Ls name the words supported by pictures (using prior knowledge) and perform choral repetition. T writes only the responses (waiting to add new vocabulary later) on the board as words coming out of the center.</p> 	<p>5 min</p> <p>5 min</p> <p>15 min</p> <p>15 min</p>

		<p>In small groups, L elicits more vocabulary about what might be in a backyard using the letters of the word “backyard” as a guide with each word beginning with a letter from that word. For example:</p> <p>B ird A nimal C at K ite Y am A vocado R ose D irt</p> <p>L exchanges products with other groups for peer <i>feedback</i>.</p> <p>✓ Using the words that have now been generated by Ls, the class as a large group classifies things that are living and non-living using a graphic organizer on the board.</p> <table><tr><th>Living</th><th>Non-living</th></tr><tr><td></td><td></td></tr></table>	Living	Non-living			15 min
Living	Non-living						
R.1. identifies English language sounds.	R.1. identify English language sounds using knowledge in phonics, syllabification and word parts.	<p>Task: Giving a Tour of My Backyard (reading to listen/speak/write)</p> <p>1. Reading for the first time Recognition/Articulation/Production: Teacher reads a text and asks Ls to listen for some of the words on the board as T models telling a story using one of the pictures and pointing out examples of vocabulary in the picture. If needed, after listening to Ls’ responses, T reviews words from story which include /at/. Example of story:</p> <ul style="list-style-type: none">• <i>This is a picture of my backyard. I like my backyard because there are flowers</i>	20 min				

<p>L.1. identifies instructions for games and follow teacher's or students' modeling of the activity by interacting when playing a game.</p> <p>SI.2. asks somebody to repeat what they said more slowly</p>	<p>L.1. identify instructions for games and follow teacher's or students' modeling of the activity.</p> <p>SI.2. ask somebody to repeat what they</p>	<p><i>and trees. There is a little cat in my backyard. Her name is Emma. She is a funny cat and likes to run when she sees a rat.</i></p> <p>2. Pair/Group Feedback Ls say aloud words from the board that they heard in the story. They repeat new vocabulary as teacher pronounces and shows the object in the picture.</p> <p>3. Reading for the second time Teacher reads the story again without the picture as Ls listen for the second time. T then asks: <i>Is there a ___ in my backyard? Yes/no... What other things are there in my backyard?</i></p> <p>4. Post reading Ls observe pictures of different backyards and practice question and sentence frames supported by card rings (http://www.theteachertoolkit.com/index.php/tool/student-response-cards).</p> <ul style="list-style-type: none"> • Is there a _____ in my backyard? • Are there _____ in your backyard? • There is _____ in my backyard. • There are _____ and _____ in my backyard. • _____ is in my backyard but it is not natural. <p>(T monitors, encourage Ls to use classroom language to ask for support: How do you say____? Can you repeat the word “cat”, slowly, please?)</p> <p>✓ Choral speech: L repeats all the words and the sound /a/ in “cat”, “rat” and “bat”, after the teacher.</p> <p>✓ Option: Use one of the short texts or dialogues found at the conclusion of these weekly plans, following suggestions for Pre-, Task, and Post-Listening activities.</p> <p>Post-Task: reading to speak</p> <p>✓ L draws his/her backyard and prepares to say There is/are _____ in my backyard.</p>	<p>25 min</p> <p>20 min</p>
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by asking Qs or repeating to confirm learning.	said more slowly.	<ul style="list-style-type: none"> ✓ Ls form a circle and play the game <i>Backyard Ball</i>. T models the game by first saying: <i>There is a ____ in my backyard. (Name of L) what is in your backyard?</i> And then T throws the ball to the named L. L catches the ball, names another L, states <i>There is a ____ in my backyard. (Name of L) what is in your backyard?</i> ✓ Ls continue playing the game using the grammar structures and the vocabulary. ✓ Option: T puts different forms of realia/photos of different backyards, in a bag. A ball is tossed to a Learner. The L who gets the ball draws an item from the bag and says <i>This is a _____. I do/do not have a _____ in my backyard.</i> The L then tosses the ball to another L. ✓ Option: Exit-ticket assessment as learners leave the classroom they respond to T asking <i>What is in your backyard?</i> with <i>There is/are _____ in my backyard.</i> 	
Options	Integrated Mini-Project		Time
<ul style="list-style-type: none"> – Advertisement of traveling to beautiful places – Brochure – Design board games 	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week's lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p> <p>Acting out: Practicing the mini-project in pairs or groups.</p> <p>For the week of presentation, learners focus on:</p> <p>Responding and sharing: Delivering and participating in peer assessment of mini-project.</p>		<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>

Reflective Teaching																										
What worked well	What didn't work well	How to improve																								
<p>Enduring Understanding Reflection</p> <p>How well did the learners progress in their understanding of the Enduring Understanding?</p>																										
Week Plan Self-Assessment																										
<p>At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)</p> <table border="1"> <thead> <tr> <th colspan="4">Learner Self-Assessment</th> </tr> <tr> <th><i>I can...</i></th> <th>Yes</th> <th>No</th> <th><i>In progress</i></th> </tr> </thead> <tbody> <tr> <td>Read and identify key words related to nature in texts.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Listen and identify game instructions and follow modeling.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Show how I have worked with others this week.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Learner Self-Assessment				<i>I can...</i>	Yes	No	<i>In progress</i>	Read and identify key words related to nature in texts.				Listen and identify game instructions and follow modeling.				Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.				Show how I have worked with others this week.			
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Didactic Planning Week 2

Level: 7 th		Unit: 3
Domain: Socio-Interpersonal and Transactional	Scenario: Getting Back to Nature	Theme: Marvels in Costa Rica
Enduring Understanding: Costa Rican natural beauty can be enjoyed by experiencing its wonders when traveling. Essential Question: How can people more closely experience nature when visiting places?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame In Costa Rica there are _____ (rainforests, volcanoes). In Costa Rica there is a _____ (biological reserve, national park on a beach) Vocabulary national parks, biological reserves, caves, beaches, volcanoes, lake, rivers, mountains cloud/rain/dry forest Phonology Short vowel sounds: /-en/ in orally stated single-syllable words (e.g., pen)	Function Giving information about marvels in Costa Rican natural beauty Discourse Markers Connecting words: and, because	Psycho-social – Being aware and committed to protecting the environment Sociocultural Idioms – Getting back to nature – A breath of fresh air – When it rains, it pours.

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time
<p>Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies</p> <p>Learner...</p> <p>L.2. recognizes some isolated vocabulary terms, and main ideas from specific subject areas</p>	<p>L.2. recognize some isolated vocabulary terms and main idea in oral advertisements or conversations.</p>	<p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing</p>	<p>Total: 120 min (3 lessons)</p>
		<p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Warm up Using the website http://www.savetheamericans.org/regions, click on the Nature Habitat link and interactive map to show videos of the natural beauty of Costa Rica beginning with the one closest to you. Activate prior knowledge by asking Ls to list colors they see, places, and activities and begin to fill in an Alpha Box (graphic organizer).</p> <p>Option: If Internet or videos are not an option, print and cut out some of the photos and comments about Costa Rica found here http://www.savetheamericans.org/success_stories and post in the room so that Ls can do a gallery walk. Distribute Alpha Boxes (graphic organizer) and ask Ls to write words in boxes that help define the Marvels of Costa Rica. (Marvel = a wonderful or astonishing person or thing).</p>	<p>5 min</p> <p>15 min</p>
		<p>Pre-task: listening to write</p> <ul style="list-style-type: none"> ✓ Review partially completed Alpha Boxes from Warm Up and add additional vocabulary and illustrating the vocabulary with photos and maps from the www.savetheamericans.org website and miming. ✓ As Ls learn the name of the song and see the first image (a sloth) of the video (Song of the Animals from www.savetheamericans.org), show the following image from the website and ask: <i>What are the animals saying Americans need?</i> 	<p>20 min</p>

		 <p>✓ Option: Use one of the short texts or dialogues found at the conclusion of these Weekly Plans, following suggestions for Pre-, During, and Post-Listening activities.</p> <p>Task: Watching a commercial about Costa Rica (listening to write)</p> <ol style="list-style-type: none"> 1. Listening for the first time Distribute T charts or draw one on the board. The headings should be: <i>City Jungle</i> (when a city feels like a jungle because of dangers and stress) and <i>Costa Rica</i>. Ls watch and listen for terms that should be placed under each heading. 2. Pair/Group Feedback Ls share with partner or group what they found for T chart. 3. Listening for the second time As Ls listen for the second time and images of Costa Rican marvels appear, say the word 	25 min
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R.1. identifies English language sounds	R.1. identify English language sounds using knowledge in phonics, syllabification and word parts.	<p>loudly (volcano, sloths, jungles, waterfall, etc.) At the conclusion of the video, complete the T chart together.</p> <p>4. Pair/Group Feedback In pairs, ask Ls to identify more marvels of Costa Rica that were not included. In the large group, add words to the vocabulary list.</p> <p>5. Post-listening</p> <p>✓ Recognition/Articulation/Production: Distribute copies of or display the words from the song:</p> <p><i>Your work day never ends</i></p> <p><i>You need restoring</i></p> <p><i>So let's go exploring</i></p> <p><i>To a waterfall with all of your friends.</i></p> <p>✓ Ask Ls to identify the <i>-en</i> sound and then repeat the words ends/friends after T models. Next allow pairs to repeat the lyrics after modeling and to each other.</p> <p>✓ Use the print outs of the Success Stories from the Warm Up or print one of the suggested itineraries from http://www.savetheamericans.org/save_yourself. Ls in pairs determine main ideas and then share with a second pair of Ls. That group of 4 shares with another group of 4 and so on until the group is now a large group who has repeated the main ideas and natural beauties and wonders several times.</p>	10 min
R.3. recognizes main ideas in texts	R.3. understand main ideas in familiar texts about natural beauties and wonders	Post-task (reading to write)	45 min

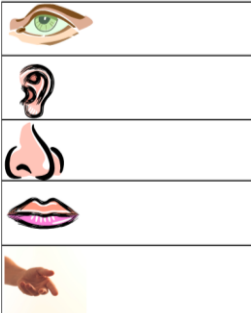
W.1. completing gapped sentences by seeing a demonstration.	accompanied by illustrations. W.1. complete gapped sentences using a word list of familiar words.	<ul style="list-style-type: none"> ✓ Ls complete the gapped sentence Come to Costa Rica because there is/are _____, (Using vocabulary list they have been building throughout the class time.) ✓ T shows the video without sound and points out the humans that are under stress. T writes on board or distributes the idioms. T then illustrates the meaning of the idioms in the following ways and asks pairs to respond to questions in pairs. <ul style="list-style-type: none"> ○ <i>When it rains, it pours.</i> – photo of a flooded street. Ask, is rain good? Is too much rain good? Do you think this phrase is about something good or bad happening? ○ <i>Getting back to nature</i> – photo of person taking a hike or simply use the video and show the difference between the person sad in the office and the sloth happy in the tree. Ask, is work good? Is too much work good? Do you think this phrase is about something good or bad happening? ○ <i>A breath of fresh air</i> – photo of person doing yoga or smiling outside on a walk. Ask, is breathing polluted air every day good? Is fresh air good? Do you think this phrase is about something good or bad? ○ Ask pairs to use one or more of the phrases to write advice for the people in the video. (Example: Come to Costa Rica because _____ is what you need.) 	
Options	Integrated Mini-Project		Time
<ul style="list-style-type: none"> – Advertisement of traveling to beautiful places – Brochure – Design board games 	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week's lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and</p>		<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>

	<p>strategies.</p> <p>For the third and fourth weeks, learners focus on:</p> <p>Acting out: Practicing the mini-project in pairs or groups.</p> <p>For the week of presentation, learners focus on:</p> <p>Responding and sharing: Delivering and participating in peer assessment of mini-project.</p>			
Reflective Teaching				
What worked well		What didn't work well		How to improve
Enduring Understanding Reflection				
How well did the learners progress in their understanding of the Enduring Understanding?				
Week Plan Self-Assessment				
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)				
Learner Self-Assessment				
I can...	Yes	No	In progress	
Listen and recognize vocabulary and main ideas when I listen to advertisements.				
Read and recognize main ideas in illustrated texts about nature.				
Write correct answers in gapped sentences.				
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.				
Show how I have worked with others this week.				

Didactic Planning Week 3

Level: 7 th		Unit: 3
Domain: Socio-Interpersonal and Transactional	Scenario: Getting Back to Nature	Theme: A world of wonders
Enduring Understanding: Costa Rican natural beauty can be enjoyed by experiencing its wonders when traveling. Essential Question: How can people more closely experience nature when visiting places?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame <u>Wh-Questions</u> What are some natural things in your home/country? What examples of natural beauty are there in ____ (country)? Where is a natural wonder in the world? What is ____ (name of natural wonder) ____? Why is it a wonder? Vocabulary Mount Everest, Harbor-Rio de Janeiro, Great Barrier Reef, Victoria Falls, Paricutin Volcano Grand Canyon, Aurora Borealis	Function Telling about natural world wonders Discourse Markers Connecting words: and, because	Psychosocial Being aware and committed to protecting the environment Sociocultural Stop and smell the roses.

From 7 Wonders of Nature: Amazon Rainforest, Ha Long Bay, Iguazu Falls, Jeju Island, Komodo dragon, Underground River, Table Mountain			
Phonology Short vowel sounds (-ad) in orally stated single-syllable words. (e.g., mad)			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<p>Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies</p> <p>Learner...</p> <p>L.3. recognizes specific information about natural beauties and wonders</p>	L.3. recognize specific information on natural beauties and wonders.	<p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening</p> <p>Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading</p> <p>Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing</p> <p>Written Production: Pre-writing; Drafting; Revising; Editing</p>	5 min
		<p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Warm up Learners listen to the song "What a Wonderful World" and watch the video (https://www.youtube.com/watch?v=m5TwT69i1IU). Each L has a word from the song printed on a paper or card. When they hear or see their word, Ls hold up their sign. Words for signs: trees, roses, world, skies, clouds, day, night, rainbow, hands, friends, baby, red, green, blue, white</p> <p>T models asking: <i>What are some natural things in Costa Rica?</i> Pairs practice asking and answering.</p> <p>Option: Using Essential Question as an introduction, Ts explain that Ls will go outside and complete the Sense-O-Gram to record things they can see, hear, smell, taste, and touch in nature. If Ls do not know the word in English they can write it in Spanish or draw it and in the review done by the large group all words will be written on board.</p>	15 min

R.1. identifies English language sounds using	R.1. identify English language	<div data-bbox="577 416 826 730">  </div> <p>Pre-task: listening to read</p> <ul style="list-style-type: none"> ✓ Ls refer to the Essential Question: How can people more closely experience nature when visiting places? ✓ T or L introduces names of places to visit using photos and written names of places listed in Vocabulary and/or places identified as one of the New 7 Wonders of Nature (http://world.new7wonders.com/new7wonders-of-nature/the-new7wonders-of-nature/). T or L serves as tour guide to name the places and show pictures as part of Gallery Walk. ✓ Recognition/Articulation/Production: T reads aloud sentences on the board and Ls repeat. <i>The boy is mad. His dad is sad. They feel bad. The family is glad. What a vacation they had!</i> ✓ Ls look for words containing the -ad sound as they read the assigned text (see next task). 	10 min
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knowledge in phonics, syllabification and word parts	sounds using knowledge in phonics, syllabification and word parts.	Task: Recognizing wonders of the world on a map (reading to speak) 1. Reading for the first time Using photos, names of locations and one or two sentence descriptions found online and/or at http://world.new7wonders.com/new7wonders-of-nature/the-new7wonders-of-nature/ , Ls read for the first time and underline words they know and words they think may have the –ad sound. 2. Pair/Group feedback Pair/Groups share words and complete a matching activity that has the names of the places on one side and what they are on the other: rainforest/jungle, river, waterfall, mountain, canyon, reef, volcano, bay, island, animal. As a group, responses are checked and any unknown words are identified and explained using the pictures. T asks: <i>What examples of natural beauty are there in _____ (country featured in photos)?</i> Ls respond with <i>There is/are _____ in (country).</i> Optional student engagement activity: throw ball (one that looks like globe) to Ls who catch and then respond to question. 3. Reading for the second time Ls (in pairs) complete a chart with the headings: <i>What, Where, Why is it a Wonder?</i> The Why column is for including one thing that makes the place special, i.e., wonderful. T walks around the room to assess and provide direction if needed. 4. Pair/group feedback One set of pairs forms a group of four with another pair and they interview each other using the following sentence frames: ■ Where is a natural wonder in the world? _____ is a natural wonder.	10 min
R.4. recognizes specific details in texts accompanied by illustrations	R.4. understand specific details in texts accompanied by illustrations.		15 min
SI.3. asks people for information related to places, tours and plans	SI.3. ask people for information related to places, tours and plans.		10 min
SI.2.asks somebody to repeat what he or she said more slowly	SI.2.asks somebody to repeat what he or she		15 min
			15 min

	said more slowly	<ul style="list-style-type: none"> What is ____ (name of natural wonder) ____? (Name of natural wonder) is a ____ (river, mountain, jungle, etc. ____)? Why is it a wonder? (Name of natural wonder) is a natural wonder because _____. <p>5. Post-reading</p> <ul style="list-style-type: none"> ✓ Ls return to large group. They say aloud words that contain the –ad sound that they found in the readings. ✓ T models activity and then calls pairs to the board where a map of the world is displayed (use paper map or project from the website). One L in the pair receives the name of a natural wonder of the world and asks the question: <i>Where is _____ on the map?</i> The other responds _____ <i>is in (country). Let's find it on the map.</i> The two then find the country and say: <i>(Name of wonder) is here on the map.</i> <p>Post-task: listening to speak</p> <ul style="list-style-type: none"> ✓ T introduces the quote <i>"Stop and smell the roses"</i> and asks if any L knows its meaning. If not, T mimes the literal translation, using a real rose if possible. T then asks Ls to smell the rose but stays in front of the room and indicates they must smell it from where they are. T then asks if <i>"stopping to smell the roses"</i> is easy from far away. T then leads Ls to go to the rose and smell. T asks, <i>do you want to experience the wonders of the world? Where do you want to go to stop and smell the roses?</i> (T indicates with motions that Ls are to choose from one of the wonders they discussed in this lesson.) Ls respond with, <i>"I want to stop and smell the roses at (name of wonder)."</i> 	<p>5 min</p> <p>10 min</p> <p>10 min</p>
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		✓ Exit ticket: As Ls leave the room, they can then say “ <i>I want to stop and smell the roses at (name of wonder) because at (name of wonder) there is/are _____.</i> ”	
Options		Integrated Mini-Project	Time
<ul style="list-style-type: none">– Advertisement of traveling to beautiful places– Brochure– Design board games		<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week’s lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p> <p>Acting out: Practicing the mini-project in pairs or groups.</p> <p>For the week of presentation, learners focus on:</p> <p>Responding and sharing: Delivering and participating in peer assessment of mini-project.</p>	<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>
Reflective Teaching			
What worked well		What didn’t work well	How to improve
Enduring Understanding Reflection How well did the learners progress in their understanding of the Enduring Understanding?			

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

<i>Learner Self-Assessment</i>			
<i>I can...</i>	<i>Yes</i>	<i>No</i>	<i>In progress</i>
Listen and recognize specific information when heard in presentation about nature.			
Read and recognize specific details when reading illustrated texts.			
Ask people for information related to places, tours and plans.			
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
Show how I have worked with others this week.			

**Didactic Planning
Week 4**

Level: 7 th		Unit: 3
Domain: Socio-Interpersonal and Transactional	Scenario: Getting Back to Nature	Theme: Where can I go next?
Enduring Understanding: Costa Rican natural beauty can be enjoyed by experiencing its wonders when traveling. Essential Question: How can people more closely experience nature when visiting places?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame <u>Wh-Questions</u> What are some natural things in your home/country? What examples of natural beauty are there in _____ (country)? Where can I go next? I can go to ____ and _____. I can go to ____ because _____. I can go to ____ but _____. Vocabulary <i>places, attractions, activities to do</i>	Function Describing where I can go to enjoy natural beauties. Discourse Markers Connecting words: and, but, because	Psychosocial Being aware and committed to protecting the environment Sociocultural Let's save our planet. The environment is where we all meet; where all have a mutual interest; it is the one thing all of us share. ~Lady Bird Johnson

traveling, zoo, animals, ocean, beach, river, fishing, soccer field, playing, mountain, hiking, rainforest, zip-lining			
Phonology Review short vowel sounds (-at, -en, -ad)			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<p>Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies.</p> <p>Learner...</p> <p>SI.1. talks briefly about tours and plans</p>	<p>SI.1. talk briefly about tours and plans.</p>	<p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening</p> <p>Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading</p> <p>Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing</p> <p>Written Production: Pre-writing; Drafting; Revising; Editing</p>	
		<p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Warm up</p> <p>T says aloud “let your heart decide” and explains that it refers to making a choice. Ls listen to “A Whole New World” from Aladdin (https://www.youtube.com/watch?v=kl4hJ4j48s) and stand and then sit down when they hear that phrase and each time they hear the word “world.”</p> <p>Option: A map of Costa Rica is placed on one wall. A map of the world is placed on the other wall with Costa Rica covered. As T reads aloud the name of a place, Ls move to the map that includes that place. Selected Ls then say: _____ is in Costa Rica. Or _____ is another country. A variation would be to say Tamarindo or Mount Everest and Ls choose which of the two places they would like to go next and move to the appropriate map. (Using vocabulary from previous lessons.)</p>	<p>5 min</p> <p>15 min</p>

<p>R.1. identifies English language sounds by repeating short vowel sounds -at, -en, -ad in orally stated single-syllable words</p>	<p>R.1. identify English language sounds using knowledge in phonics, syllabification and word parts.</p>	<p>Pre-task: listening to speak</p> <p>✓ T models asking the following questions (adapted from last lesson) and pairs repeat and respond:</p> <ul style="list-style-type: none"> ✓ What are some natural things in Costa Rica that you want to see? (I want to see ____) ✓ What examples of natural beauty in the world that you want to see? (I want to see ____) <p>✓ Recognition/Articulation/Production: Write the following rhyme on the board and introduce new words by acting them out or drawing quick line drawings:</p> <p><i>I do not know where you are at If you are happy right here or want to change that But one thing I know and must say as a friend Is that you have a choice and in the end If where you are makes you lonely or sad Make plans to go or you'll wish you had.</i></p> <p>Ls repeat the rhyme. Can also add motions such as:</p> <p>Shaking head no Smiling, pointing to floor for "here", rolling hand over hand and then up in air for "change" Holding up one finger, making hand "talk" like a puppet Pointing to other person, showing left hand and then right Sad face Holding up palm like a piece of paper and making a check mark with finger on other hand</p> <p>✓ Option: Use one of the short texts or dialogues found at the conclusion of these Weekly Plans.</p>	<p>10 min</p> <p>20 min</p>
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<p>W.2. writes simple descriptions of traveling places and plans</p> <p>SP.2. describes what he/she likes about places and traveling plans.</p>	<p>W.2. write simple descriptions on traveling places and making plans, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, and basic punctuation).</p> <p>SP.2. describe what he/she likes about places and tours.</p>	<p>Task: Deciding where to go (writing to speak)</p> <p>1. Pre-writing T writes on board: <i>Where can I go next?</i></p> <p>2. Drafting/Revising In pairs, Ls use the correct word – and, but, because -- for the sentences like these using connecting words:</p> <ul style="list-style-type: none"> ▪ <i>I can get back to nature in my backyard _____ never leave Costa Rica. (and)</i> ▪ <i>I get back to nature _____ I feel better when I do. (because)</i> ▪ <i>I want to get back to nature _____ I do not know where to go. (but)</i> <p>Still in pairs, Ls write responses to the questions:</p> <ul style="list-style-type: none"> ▪ Where can you go next? I can go to ____ and _____. ▪ Why do you want to go? I want to go to ____ because _____. ▪ When can you go? I can go to ____ but _____. (not until I finish school, not until I have money) <p>3. Editing Pairs check each others' work.</p> <p>1. Planning Ls clarify the meaning of Find, Near, and Search and then find a hotel near places they want to go using www.tripadvisor.com.</p> <p>2. Organizing Ls organize their written work and findings about hotel as a presentation.</p> <p>3. Rehearsing</p>	<p>50 min</p>
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		<p>Practice with a partner</p> <p>4. Using</p> <p>Presentations are made.</p> <p>Post-task: listening to interact</p> <ul style="list-style-type: none"> ✓ T reads Essential Question: How can people more closely experience nature when visiting places? Then writes or references already printed quote: <p><i>The environment is where we all meet; where all have a mutual interest; it is the one thing all of us share. ~Lady Bird Johnson</i></p> <ul style="list-style-type: none"> ✓ T explains any unknown words and then asks Ls to practice saying the quote in pairs. ✓ An L then reads aloud a second quote after which Ls repeat: <i>Let's save our planet.</i> ✓ All Ls then work in pairs to say aloud: <i>Let's save our planet BECAUSE the environment is the one thing all of us share.</i> 	20 min
Options	Integrated Mini-Project		Time
<ul style="list-style-type: none"> – Advertisement of traveling to beautiful places – Brochure – Design board games 	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the</p>		<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations</p>

	<p>work strategies, resources and the mini-project. After each week's lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p> <p>Acting out: Practicing the mini-project in pairs or groups.</p> <p>For the week of presentation, learners focus on:</p> <p>Responding and sharing: Delivering and participating in peer assessment of mini-project.</p>	can be week 5 or 6.
Reflective Teaching		
What worked well	What didn't work well	How to improve
<p>Enduring Understanding Reflection</p> <p>How well did the learners progress in their understanding of the Enduring Understanding?</p>		

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

<i>Learner Self-Assessment</i>			
<i>I can...</i>	Yes	No	<i>In progress</i>
Talk briefly about tours and plans.			
Write simple description about travel using correct subject-verb agreement, capitalization, spelling and basic punctuation.			
Describe in a presentation what I like about places and tours.			
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
Show how I have worked with others this week.			

**Didactic Planning
Weeks 5 and 6
Review and Integrated Mini-Project**

Level: 7 th		Unit: 3 Getting Back to Nature	
Enduring Understanding: Costa Rican natural beauty can be enjoyed by experiencing its wonders when traveling.			
Essential Question: How can people more closely experience nature when visiting places?			
Learn to Know		Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame <input type="checkbox"/> Did Ls use all sentence frames?		Function <input type="checkbox"/> Did Ls use all functions? Discourse Markers <input type="checkbox"/> Did Ls practice connecting words: and, but, because?	Psychosocial Did Ls show evidence of ... <input type="checkbox"/> Being aware and committed to protecting the environment <input type="checkbox"/> Appreciating natural wonders
Vocabulary <input type="checkbox"/> Did Ls say aloud and write all vocabulary?			Sociocultural <input type="checkbox"/> Did Ls practice idioms and quotes?
Phonology <input type="checkbox"/> Did Ls recognize, articulate and produce phonological sounds?			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	
		Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing	
<input type="checkbox"/> Did Ls achieve all learning	<input type="checkbox"/> Can Ls do all tasks?	Referencing notes from formative assessments throughout the weeks, repeat activities to	
		Time Total: 120 min (3 lessons)	
		All of week 5 or 6	

outcomes?	strengthen Ls in weaker areas or select from Optional Activities that follow these plans.	
Options	Integrated Mini-Project	Time
<ul style="list-style-type: none"> – Advertisement of traveling to beautiful places – Brochure – Design board games 	<p>By allowing time for the Mini-Project each week for participating, thinking, and acting out, learners should now have a chosen project and determined content and strategies. In the presentation week Ls focus on:</p> <p>Responding and sharing: Participating in individual and peer assessment of mini-project.</p> <p>Teachers monitor</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did Ls use English during all aspects of Integrated Mini-Project? <input type="checkbox"/> How did project presentations reflect understanding and/or mastery of Can Do statements? <input type="checkbox"/> Did Ls put into practice the focus of Learning to Be and Live in Community? <input type="checkbox"/> Did the Integrated Mini-Project provide answers to the Essential Question? 	All of week 5 or 6 of unit

7th Grade – Short texts and Dialogues

Lauren's Trip to Arenal

Pre-listening

- Show picture of Arenal. Teacher asks: What is this place?
- In pairs, Ls identify three fun activities you can do at Arenal.
- Ask Ls to stand if one of the following statements is correct about Arenal and to stay seated if it is incorrect.
 - There are hot springs at Arenal.
 - There is a lake at Arenal.
 - Arenal is the name of a river.
 - La Fortuna is very far away from Arenal.

Listening for the first time

- Ask Ls to determine if the story is about a trip to Arenal, a job at Arenal, or animals of Arenal.
- Read the following story aloud.

Lauren lives in Guanacaste with her family. Guanacaste is very hot. Last year during Holy Week, Lauren's family wanted to get out of the heat. They traveled to the Arenal volcano. It was Lauren's first time at the volcano and she was impressed by its size. It was cloudy while they were there and Lauren was only able to see the volcano once, but she was very happy to see it when she did. Lauren's family went to the free hot springs in a local river, walked on the trail near the volcano, and went rafting. On the last day of their vacation, they drove on the bumpy road to Rio Celeste where they hiked to the beautiful blue waterfall. On their way back from the hike they stopped at a delicious sushi restaurant in La Fortuna. Lauren and her family had a wonderful time in Arenal and want to return.

- Ls respond to if the story is about a trip to Arenal, a job at Arenal, or animals of Arenal.
- Ls brainstorm fun things to do at Arenal.

Listening for the second time

- T draws cluster graphic organizer on board with Fun Things to Do at Arenal in center circle. T asks Ls to listen in order to complete the organizer.
- Read the story aloud again.
- Ls discuss in pairs how to complete the graphic organizer and then as a large group, fill in the organizer.
- Ls stand up if they know the answer to the following questions and, using a ball tossed to one of the Ls standing, T ensures student engagement:
 - Why did Lauren's family choose to go to Arenal?
 - How much money did Lauren's family pay for the hot springs?
 - What did Lauren's family do before they ate sushi?

Post-listening

- Students brainstorm and T records on board all of the verbs/actions in the story.
- In pairs, students respond to these questions:
 - What do you like about Arenal?

- What did you and your family do for Holy Week last year?

Doug and Louisa Discuss their Weekend Plans

Pre-listening

- T shows pictures of Chirripo and a Guanacaste beach. Ask: What do you see?
- In pairs, Ls identify things you can (a) see, (b) smell, (c) touch, (d) hear and (e) taste at Chirripo or a beach.

Listening for the first time

- Ask Ls to determine who in the dialogue is going to Chirripo and who is going to the beach.
- With another student read the following dialogue aloud or record the dialogue prior to class and present in class.

Doug: Hey Louisa, how are you?

Louisa: Hi Doug, I'm well. How's it going with you?

Doug: Pretty great, thanks for asking. Do you have any plans for this weekend?

Louisa: Yes! On Friday my husband and I will travel to Chirripo mountain and we will spend the weekend hiking.

Doug: Wow! Chirripo is beautiful! It is a very long and hard hike. I hiked Chirripo with my friends about five years ago. The top of the mountain is cold and grey, with lots of clouds. But, it was a wonderful experience.

Louisa: I have wanted to hike Chirripo for years. I have trained for months. I do not want to get too tired to finish it. They don't let many people into the park at the same time, so we had to make our reservations weeks ago.

Doug: Wow! You have worked hard for this trip! I hope you enjoy your adventure!

Louisa: Thanks, Doug! What are you doing this weekend?

Doug: Last night my girlfriend and I decided to go to Playas del Coco in Guanacaste! We don't know where we will stay. All we really want is to relax at the beach!

Louisa: Ha! I have planned for months and you have no plan at all, but we are both taking trips this weekend. Have a great time, Doug! I look forward to catching up on Monday.

Doug: Can't wait to hear how it goes. See you later, Louisa.

- Ls identify where Louisa is going and where Doug is going.

Listening for the second time

- T writes on the board:
 - Who: Louisa and _____ Doug and _____
 - What:
 - When:
 - Where:
 - Why:
- T asks Ls to listen in order to complete the chart.
- Present the dialogue again.
- Ls discuss in pairs how to complete the chart and then as a large group, fill in the answers.
- Ls stand up if they know the answer to the following questions and, using a ball tossed to one of the Ls standing, T ensures student engagement:
 - Where did Louisa choose to go?
 - Where did Doug choose to go?
 - How did Louisa plan for the trip?
 - How did Doug plan for the trip?
 - Who made a reservation?
 - What will they do on Monday?

Post-listening

- Cut the following into strips and put in envelopes so that pairs of Ls can share an envelope on Taking a Trip. In pairs, Ls put actions in order and then pairs check other pairs' work.
 - Choose where to go
 - Plan for the trip
 - Make a reservation
 - Go
 - Share photos and stories

My Favorite Place in Costa Rica

Pre-listening

- T shows pictures of Manuel Antonio. T asks: What do you see?
- On one wall is the word “love”. In the middle of the room is the word “like”. On the opposite wall are the words “don’t like”. T asks group to list things to do and see at Manuel Antonio. Ls create a word list. T adds some words from reading. Then T explains that when the word is said aloud, Ls move to the sign that best describes how they feel about it: love, like, don’t like.

Listening for the first time

- Ask Ls to listen for something that someone loves or likes to do at Manuel Antonio.
- Read aloud the following story:

My favorite place in Costa Rica is Manuel Antonio, Puntarenas. I love Manuel Antonio for many reasons. Manuel Antonio has a beautiful beach that is perfect for swimming and relaxing. My mom and dad love to take walks on the beach in the morning, too. I love to bring a book to the beach and listen to the waves as I read. My little sister likes to build sand castles. Manuel Antonio also has a beautiful national park where many animals and plants are seen. When I was there we saw a snake, tropical birds, frogs, and lots of monkeys. There are also beaches inside the national park and I think they are even prettier than the public beaches. Manuel Antonio has many restaurants and nice hotels. I also love it because it is the middle of the jungle, and when you stay in Manuel Antonio you can often hear monkeys in the morning. It is really cool! I recommend that everyone go to Manuel Antonio so that they can experience all the natural wonders there.

- Ls some of the things people in the story love or like to do.

Listening for the second time

- T writes the following matching activity on the board:

Who	Loves/Likes
I	Take walks
mom and dad	Bring a book
sister	Listen to the waves
	Build sand castles
	Hear monkeys

- T asks Ls to listen in order to complete the matching activity.
- Read the story again.
- Ls discuss in pairs how to complete the matching activity and then discuss answers as a large group.

Post-listening

- In pairs, Ls discuss:
 - Have you ever been to Manuel Antonio?
 - If yes, what did you love, like, not like?
 - If no, what do you think you would love, like, not like?
 - What is your favorite place in Costa Rica? What do you like to do there?

Where Should I Go on Vacation?

Pre-listening

- T shows a map of Costa Rica. T asks: Where would you like to go on vacation?
- T then distributes maps of Costa Rica where each province has been numbered 1-7 and 5 specific vacation spots are numbered 8-12. In small groups with a pair of dice, Ls roll the dice and say the number and corresponding spot on the map aloud. They then complete this gapped sentence.
 - I _____ (like, don't like) the idea of a vacation in _____.

Listening for the first time

- As a large group, Ls complete a T chart of places they like or don't like to go on vacation in Costa Rica.
- T asks Ls to listen for what Alejandra likes to do on vacation.
- Record prior or with Learner read aloud:

Alejandra: Jose, I have some vacation time to use but I don't know where to go. I am ready to get away from Barcelona for a couple of weeks. What

should I do?

Jose: That's a good question. Before I answer, I have another question for you. When you go on vacation what do you like to do?

Alejandra: I love beaches and warm weather. I'm an animal lover so seeing animals would be nice. I also like to see lots of different things even if I don't have that much time. And I don't like to have to dress up or spend a lot of time driving. I don't want to stress. I want to chill!

Jose: Then I suggest Costa Rica! Costa Rica has a lot to offer. Mountains, rainforests, volcanoes, rivers, beaches, sloths, monkeys, turtles and whales are all waiting for you.

Alejandra: Costa Rica! That's a great idea.

Jose: You can drive from one side of the country to the other in just a few hours. Or ride a bus and just relax while someone else drives you! If you only go to one place, I recommend that you go to Playa Tamarindo. In the Tamarindo area there are many beautiful beaches, a national park, and lots of monkeys. Playa Grande is also great for surfing. They even have turtles there!

Alejandra: Thanks for the suggestions, Jose. I am excited to start planning my trip to Costa Rica.

- Ls respond with something that Alejandra likes to do on vacation that they also like to do.

Listening for the second time

- T introduces a T chart of what Alejandra likes and does not like to do on vacation. Asks Ls to listen in order to complete the chart.
- Present the dialogue again.
- As a large group, Ls complete the T chart.
- In pairs, Ls say if they like or do not like each of the activities that now appear on the T-chart.

Post-listening

- In pairs, Ls discuss: What is there to do on vacation in _____? They respond with In _____ there is/are _____.

My Class Trip to Manzanillo

Pre-listening

- Show picture of Manzanillo and a map with Manzanillo marked. Teacher asks: What is this place?
- In pairs, Ls identify three fun activities you can do as a group at Manzanillo.

Listening for the first time

- Ask Ls to determine if the story is about a school trip to Manzanillo, a family trip to Manzanillo or someone who lives in Manzanillo.
- Read the following story aloud.

Last week my class took a trip to the beach. We woke up early to get on the bus and left Bribri before sunrise. A couple of hours later we arrived at beautiful Manzanillo. Was thirsty, so I found a woman selling coconuts and bought one. Coconut water is so delicious! My classmates and I played on the beach all day long. In the morning we went swimming and looked for crabs. Around midday we ate a lunch of sausages, tortillas, cabbage salad, and fresh pineapple. After that, we broke into teams and played beach soccer, and the teachers played too. It was fun! I did get a stomach ache because I didn't wait long enough after eating before playing. I had to lie down for a while. But soon I was playing in the waves. We stayed on the beach until the sun set and the sky turned pink. Then we all got back on the bus and ate rice and beans as we traveled home. In a few minutes, most of us fell asleep. I love Costa Rica's Caribbean beaches, they are beautiful! I can't wait to go back.

- Ls respond to whether the story is about a school trip to Manzanillo, a family trip to Manzanillo or someone who lives in Manzanillo.

Listening for the second time

- Ls brainstorm things you do on a school trip to the beach in the (a) morning, (b) afternoon, (c) evening.
- T draws a graphic organizer with three headings Morning to Midday, Afternoon, Evening. Ls listen the story for the second time in order to complete the graphic organizer with what happened and when. Or T uses a cluster graphic organizer with food and drink as the center and Ls listen for foods and drinks, the students enjoyed.
- Read the story aloud again.
- Ls discuss in pairs how to complete the graphic organizer and then as a large group, fill in the organizer.

Post-listening

- Students examine the list of activities and foods from the story. In pairs they complete the gapped sentence of I like _____ with each of the items that they like to do or eat.

I Love My Costa Rica

Pre-listening

- Show a map of Costa Rica. Teacher asks: Do you like living in Costa Rica? Why?



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- In pairs, Ls identify three things they like about Costa Rica.
- As a large group, Ls list as many words to describe Costa Rica as they can in 2 minutes.

Listening for the first time

- Ask Ls to count how many places in Costa Rica are mentioned.
- Read the following story aloud.

I am so lucky to be Costa Rican! From Limon to Cartago to Puntarenas, each part of Costa Rica is very different. I live in Sarapiquí de Heredia in a lush rainforest. We grow lots of bananas here and also have many cows, pigs, and chickens. Where I live is rural, beautiful, wet, and green. My grandparents live near Upala in Alajuela and I love visiting them because we eat lots of fresh pineapple! There is even a woman in their town who makes homemade chocolate! Cafecito is my favorite hour of the day there. Locally-grown coffee is served with fresh pastries from the German bakery down the road. Yum! When my family goes on vacation we travel to Jaco in Puntarenas where there is an exquisite beach and it is very sunny. We also sometimes like to go to Cartago to visit the cathedral and hike in the mountains or eat fresh cheese made from the milk of mountain cows. It is so cold up there! For my birthday last year, we went to Puerto Viejo and road bikes around to the different beaches and ate lots of rice and beans. It was a wonderful day! Every part of Costa Rica is special and I am so happy to call it home.

- Ls respond to whether (a) 1-2 places, (b) 3-4, (c) 5-6, (d) more than 6 places are mentioned.

Listening for the second time

- T draws T chart with Where and What as the headings. T models how Ls will complete the chart by listing Sarapiquí under Where and rainforest under What.
- Read the story aloud again.
- Ls discuss in pairs how to complete the graphic organizer and then as a large group, fill in the organizer.
- In pairs, Ls list ways to describe where they live and what makes it special. Pairs share with other pairs and check their work.

Post-listening

- Students brainstorm how they would convince a person from another country to visit their community.

7th Grade – Phonology: Short Vowel Sounds

Theme Natural Wonders in my Backyard	Theme Marvels in Costa Rica	Theme A World of Wonders	Theme Where can I go next?
Phonology Short vowel sounds (-at) in orally stated single-syllable words. (e.g. hat)	Phonology Short vowel sounds (-en) in orally stated single-syllable words. (e.g., pen)	Phonology Short vowel sounds (-ad) in orally stated single-syllable words. (e.g. mad)	Phonology Review short vowel sounds (-at,-en, -ad)
Why is there a difference? Take this time to explain to students the physical difference between the types of consonants and why they affect vowel length. You can show the difference on a physical level but having them feel the vibration their throats produce with saying voiced consonants.	Do you know when? Using the vocabulary that corresponds to this theme. Provide students with examples of long and short vowels in order for them to naturally recognize the difference and distinguish when and where each appears. The goal of this would be for them to understand the context and have them correctly pronounce written text on their own.	Text Based Production Have the students practice recognizing the words in text based on the wonders of the world. Since they have practiced before but with isolated words from the previous theme seeing new words in different context should challenge them. As mentioned before having them practice natural recognition of the words will only help them when it comes to speech.	Text Based Recognition Instead of having the students read anything give each a new text about an unknown location. Have them mark the short and long vowels according to the rules discussed before in the classroom. Reinforcing the recognition of these rules will help them when it comes to reading out loud and then eventually speaking.

The “Phonology” point for Unit 3 of the seventh-grade English curriculum is short vowel sounds in monosyllabic words. Examples of short vowel sounds in English include but are not limited to:

/æ/ cat, bad, sad, sand, land, hand
/ɛ/ get, bed, set, sell, fell, men
/ɪ/ pit, bin, fill, tin
/ʊ/ put, full, good, wood, could, would
/ʌ/ but, cut, gun, come, some, glove

For teachers who are unfamiliar with the International Phonetic Alphabet and would like to incorporate it into their lessons on vowel sounds, this website is a helpful tool: <https://jakubmarian.com/international-phonetic-alphabet-ipa-for-english-vowels/>

A useful way of teaching short vowel sounds is to distinguish them from long vowel sounds through the use of *minimal pairs*. Minimal pairs are pairs of words that differ by only one sound or phoneme (in the same position in each word) and have different meanings. Examples of minimal pairs using short and long vowel sounds are:

- rich-reach
- pill-peel
- duck-duke

Minimal pairs are not only a helpful tool for teaching pronunciation, but they are also a way of demonstrating to students that pronunciation does matter – what might seem like a small, inconsequential sound can actually be the difference between two completely different words. Students who understand this might be more inclined to focus on improving their pronunciation.

This lesson outline will provide resources to teachers for each week of Unit 3. It is not a lesson plan, but rather a collection of tools and ideas that teachers can use to supplement their lessons. Each week focuses on a different short vowel sound.

Week 1: /æ/ or “short a”

- Give students **examples** of monosyllabic words with the “short a” sound. Good examples are words that start and end with a consonant and have a single vowel in the middle, i.e., “CVC” (consonant-vowel-consonant) words. Such words include: pat, cat, mat, rat, fat, fan, dad, etc.
- Supplement examples with **pictures** so that students can simultaneously learn the pronunciation and meaning of each word.
- Use **minimal pairs** to distinguish between the sounds /æ/ (short a) and /eɪ/ (long a). Examples of minimal pairs are: rat and rate, fat and fate, mat and mate, etc.
- Incorporate phonics **songs** into each lesson to make it easier for students to remember the sounds. This song includes all of the short vowel sounds and can be used over the course of the entire unit: <https://www.youtube.com/watch?v=hnVhx3vk1Jg>
- Play a **memory game** using the following cards. When students discover a pair, they must say the word correctly in order to get a point.
 - Cards for *fan*, *dad*, *cat*, and *bat*: <http://bogglesworldesl.com/phonics/cvcA1.jpg>
 - Cards for *van*, *pan*, *jam*, and *hat*: <http://bogglesworldesl.com/phonics/cvcA2.jpg>

To make the game more challenging, teachers may choose to use the following deck, which has the words and pictures on separate cards. In order to win, therefore, a student must be familiar with both the meaning and pronunciation of each word.

- Cards for *fan* and *dad*: <http://bogglesworldesl.com/phonics/cvcwords2A1.jpg>

- Cards for *cat* and *bat*: <http://bogglesworldesl.com/phonics/cvcwords2A2.jpg>
- Cards for *van* and *pan*: <http://bogglesworldesl.com/phonics/cvcwords2A3.jpg>
- Cards for *jam* and *hat*: <http://bogglesworldesl.com/phonics/cvcwords2A4.jpg>
- **Word search:** <chrome-extension://bpmcpldpdmajfigpchkicefoigmkfalc/views/app.html>

Week 2: /ɛ/ or “short e”

- Give students **examples** of monosyllabic words with the “short e” sound. Good examples are words that start and end with a consonant and have a single vowel in the middle, i.e., “CVC” (consonant-vowel-consonant) words. Such words include: pet, net, let, etc.
- Supplement examples with **pictures** so that students can simultaneously learn the pronunciation and meaning of each word.
- Use **minimal pairs** to distinguish between the sounds /ɛ/ (short e) and /i:/ (long e). Examples of minimal pairs are: pet and Pete, red and reed, etc.
- Incorporate phonics **songs** into each lesson to make it easier for students to remember the sounds. This song includes all of the short vowel sounds and can be used over the course of the entire unit: <https://www.youtube.com/watch?v=hnVhx3vk1Jg>
- Play a **memory game** using the following cards. When students discover a pair, they must say the word correctly in order to get a point.
 - Cards for *bed*, *hen*, *jet*, and *net*: <http://bogglesworldesl.com/phonics/cvcE1.jpg>
 - Cards for *ten*, *pen*, *vet*, and *web*: <http://bogglesworldesl.com/phonics/cvcE2.jpg>

To make the game more challenging, teachers may choose to use the following deck, which has the words and pictures on separate cards. In order to win, therefore, a student must be familiar with both the meaning and pronunciation of each word.

- Cards for *bed* and *hen*: <http://bogglesworldesl.com/phonics/cvcwords2E2.jpg>
- Cards for *jet* and *net*: <http://bogglesworldesl.com/phonics/cvcwords2E1.jpg>
- Cards for *ten* and *pen*: <http://bogglesworldesl.com/phonics/cvcwords2E4.jpg>
- Cards for *vet* and *web*: <http://bogglesworldesl.com/phonics/cvcwords2E3.jpg>
- **Word search:** <chrome-extension://bpmcpldpdmajfigpchkicefoigmkfalc/views/app.html>

Week 3: /ɪ/ or “short i”

- Give students **examples** of monosyllabic words with the “short i” sound. Good examples are words that start and end with a consonant and have a single vowel in the middle, i.e., “CVC” (consonant-vowel-consonant) words. Such words include: pit, lit, kit, rim, etc.
- Supplement examples with **pictures** so that students can simultaneously learn the pronunciation and meaning of each word.
- Use **minimal pairs** to distinguish between the sounds /ɪ/ (short i) and /aɪ/ (long i). Examples of minimal pairs are: writ and write, kit and kite, etc.

- Incorporate phonics **songs** into each lesson to make it easier for students to remember the sounds. This song includes all of the short vowel sounds and can be used over the course of the entire unit: <https://www.youtube.com/watch?v=hnVhx3vk1Jg>
- Play a **memory game** using the following cards. When students discover a pair, they must say the word correctly in order to get a point.
 - Cards for *lid*, *kid*, *hip*, and *fin*: <http://bogglesworldesl.com/phonics/cvcl1.jpg>
 - Cards for *lip*, *pig*, *pin*, and *wig*: <http://bogglesworldesl.com/phonics/cvcl2.jpg>To make the game more challenging, teachers may choose to use the following deck, which has the words and pictures on separate cards. In order to win, therefore, a student must be familiar with both the meaning and pronunciation of each word.
 - Cards for *lid* and *kid*: <http://bogglesworldesl.com/phonics/cvcwords2l1.jpg>
 - Cards for *hip* and *fin*: <http://bogglesworldesl.com/phonics/cvcwords2l2.jpg>
 - Cards for *wig* and *pin*: <http://bogglesworldesl.com/phonics/cvcwords2l3.jpg>
 - Cards for *pig* and *lip*: <http://bogglesworldesl.com/phonics/cvcwords2l4.jpg>
- **Word search**: <chrome-extension://bpmcpldpdmajfigpchkicefoigmkfalx/views/app.html>

Week 4: /ʌ/ or “short u”

- Give students **examples** of monosyllabic words with the “short u” sound. Good examples are words that start and end with a consonant and have a single vowel in the middle, i.e., “CVC” (consonant-vowel-consonant) words. Such words include: cut, rut, mug, etc.
- Supplement examples with **pictures** so that students can simultaneously learn the pronunciation and meaning of each word.
- Use **minimal pairs** to distinguish between the sounds /ʌ/ (short u) and /u/ (long u). Examples of minimal pairs are: writ and write, kit and kite, etc.
- Incorporate phonics **songs** into each lesson to make it easier for students to remember the sounds. This song includes all of the short vowel sounds and can be used over the course of the entire unit: <https://www.youtube.com/watch?v=hnVhx3vk1Jg>
- Play a **memory game** using the following cards. When students discover a pair, they must say the word correctly in order to get a point.
 - Cards for *cup*, *cub*, *bus*, and *bug*: <http://bogglesworldesl.com/phonics/cvcU1.jpg>
 - Cards for *sub*, *rug*, *pup*, and *gum*: <http://bogglesworldesl.com/phonics/cvcU2.jpg>To make the game more challenging, teachers may choose to use the following deck, which has the words and pictures on separate cards. In order to win, therefore, a student must be familiar with both the meaning and pronunciation of each word.
 - Cards for *bus* and *bug*: <http://bogglesworldesl.com/phonics/cvcwords2U1.jpg>
 - Cards for *cup* and *cup*: <http://bogglesworldesl.com/phonics/cvcwords2U2.jpg>

- Cards for *pup* and *gum*: <http://bogglesworldesl.com/phonics/cvcwords2U3.jpg>
- Cards for *sub* and *rug*: <http://bogglesworldesl.com/phonics/cvcwords2U4.jpg>
- **Word search**: chrome-extension://bpmcpldpdmajfigpchkicefoigmkfalc/views/app.html

Unit Review

- Play bingo. The students can design their own boards using words from the teacher, such as “hat,” “hit,” “hot,” and “hut,” or “pat,” “pet,” “pit,” “pot,” and “put.” Words that differ only in their vowel sounds are a great tool for learning pronunciation. The teacher can also use pre-made boards such as this one: http://bogglesworldesl.com/bingo/cvc_words.php

7th Grade – Optional Activities

Theme 1: Natural Wonders in My Backyard

Warm Up Activities

Entrance tickets/tasks:

- In pairs, learners can begin work on an acrostic poem with the words “natural wonders.”
- Combine phonetics with entrance activity by using this Worksheet on Backyard Bugs. <https://www.teachervision.com/tv/printables/RP-74.pdf>
- Activate prior knowledge as learners complete this statement before entering the room: I always/sometimes/never play in my backyard.

Songs:

- Learners bring items in order to form a Natural Orchestra and create musical instruments using only natural materials that learners can find in their backyards including small pieces of wood, sticks, stones, small branches, pinecones, blades of grass, reeds, hay, etc.
- Play free songs of nature from this link <http://www.listeningearth.com/LE/general.php?pageID=8> and ask learners to describe or identify the sounds they are hearing.

Other Activities:

- Take a hike
- Silent Nature Walk in the “backyard” of the school. Learners “collect” 10 sounds, sights, smells, or experiences they can share when they return to the classroom.

- Give Me Five – Learners point to or say 5 things when you name a category. Categories can be: Growing things, Crawling things, Wet things; or Bugs, Flowers, Trees; or other categories of the teacher's choosing.
- Capture That – Learners take photos (with phones) of things they see on a walk and describe them to a partner when they return to the classroom. Or learners take paper and pencils/markers and draw images they see in order to later describe to a partner.
- Mini hike: Learners get on hands and knees and take a 100-inch hike. Ask what they found that they have never noticed before.

Activating Prior Knowledge: Brainstorming

- Who or what is in your backyard?
- What makes a perfect backyard?
- What do we mean when we say “natural wonders”?
- What colors do you see in your backyard?
- What things can you do when you hang out in your backyard?

Visual aids, technology, graphic organizers, etc.

- Complete a Frayer model with the word backyard, or natural wonder <https://www.pinterest.com/pin/262616221995347076/>
- Complete a Features Analysis with nouns and adjectives from discussion about a perfect backyard <http://sniderreadingincontentarea.weebly.com/semantic-features-analysis.html>
- Show examples of flags/banners used to decorate backyards and gardens and ask learners to predict what the banners mean. <http://www.justforfunflags.com/category/04-DCFG-01.html>

Oral and Written Comprehension

- Learners – individually or collectively -- create a free account on quizlet.com and use the vocabulary list to create flash cards and other activities.
- Use pre-listening questions with videos from
 - <http://www.bbc.co.uk/nature/collections/p00fxg0m#p00gfxj7> – British speakers explaining about British gardens
 - https://www.youtube.com/watch?v=F4Xv_SNvaIY – the building of an outdoor classroom
 - <http://www.pbslearningmedia.org/resource/btl10.ela.early.poemyouneverhearthegardengrow/poem-you-never-hear-the-garden-grow/> -- animated poem You Never Hear a Garden Grow
 - Select from several short videos on gardening and insects <http://www.almanac.com/video/gardening?page=1>

- Class compiles a dictionary of terms for learners to copy and illustrate.
- Use any of these worksheets on insects: http://bogglesworldesl.com/insect_worksheets.htm
- In pairs, learners write captions for the photos taken during their Nature Walk using the sentence frame There is/are _____ in the backyard of my school.
- Print a page of seed packets (or use actual packets) so that learners work in pairs to read and then explain what the class would get if the seeds were planted. <http://www.americanmeadows.com/flower-seed-packets>
- Divide these readings into short pieces for use with pre-reading, identifying, recognizing key words, etc.
 - How to help wildlife (in gardens) <http://www.bbc.co.uk/nature/22433553>
 - Table for how to grow vegetables <http://www.almanac.com/content/vegetable-garden-planner>
 - Ten Steps to Beginning a Garden <http://www.bhg.com/gardening/yard/garden-care/ten-steps-to-beginning-a-garden/>
 - Certifying your wildlife garden http://www.nwf.org/How-to-Help/Garden-for-Wildlife/Certify-Your-Wildlife-Garden.aspx?campaignid=WH09ASLP&s_src=CWH_GoogleMini_backyard

Oral and Written Production

- Using “there is/are”, learners describe what is in their backyard. Option: First learners draw their backyard and then explain it to a partner.
- Word Relay – Form two teams with first person on each team facing the board with markers ready. Definition of a vocabulary word is read aloud and learners must be first to board to spell correctly. Keep score as each player gets a turn. 2 points are given if student correctly spells the word without help. 1 point if they need assistance from team.
- Family Feud – Form two teams (families). 1 contestant from each team face each other with buzzer or bell in between them. Teacher reads aloud definition. First one to buzz in and correctly identify the vocabulary word receives a point.
- Backyard Bingo – One vocabulary word is distributed to each student. Each student also gets a sheet with categories of Natural Wonders included in squares. Learners must ask each other, “Is your word a _____?” and if so, they write the word in the corresponding square. First person to fill in a straight line vertically, diagonally, or across wins.
- Learners form wh questions about Natural Wonders in My Backyard using a concept wheel <http://www.teach-nology.com/worksheets/graphic/neworg/wheel.html>. Share with partner.

- Show photos of backyards (could ask learners to bring) using slideshow. As each is shown learners must write a sentence describing something in the photo and using There is/are ____ as a sentence frame.
- Using any of the videos listed in Comprehension, learners write 5 facts they learned and then turn and share with a friend.
- Working in groups, learners select a photo (could be from Nature Walk, one they have taken of their backyard, or from the Internet). They then must create 10 Story Questions based on what is seen in the picture. Presentations must include someone asking the question and someone answering.

Theme 2: Marvels in Costa Rica

Warm Up Activities

Entrance tickets/tasks:

- Learners bring photos of when their family took a vacation to somewhere beautiful in Costa Rica. As they enter the classroom, they can activate prior knowledge of family members and tell who is in the photo and where the photo was taken.
- As learners enter, allow 30 seconds to orally list all the places they would like to visit or revisit in Costa Rica. When they sit, learners can complete a Do Now activity by listing Things I Like to Do (from Unit 2) in Costa Rica National Parks. After learners share with partner, they can brainstorm a list and write the list on the board. A variation (also activating knowledge from Unit 2) would be to have the Do Now activity be an opportunity for learners to say I always/sometimes/never dream of visiting ____ (that includes name and photo of National Park or Costa Rican Marvel).
http://www.visitcostarica.com/ict/paginas/parques_nacionales/index.asp <http://www.costarica-nationalparks.com/>
- Learners name three things they do when they visit a National Park or other beautiful place in Costa Rica. (Activating Prior Knowledge on routines)

Songs:

- Play the Song from the Animals. <http://www.savetheamericans.org/>. Options for items to focus on during listening:
 - 1) Which animal says “Come to Costa Rica”?
 - 2) Complete this sentence. We need _____. _____.
 - 3) What is one reason Americans need some time away?
 - 4) What kind of jungle is mentioned?



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ANSWERS: 1) parrots, 2) some time away, 3) several options: becoming uptight, dealings and budget ceilings are making you a bore, rush hour, crammed in towers, worry, seem hurried, stress, job is working you, 4) city and concrete

Other Activities:

- Learners create a map of Marvels in Costa Rica through the Eyes of a 7th Grader. Show favorite spots with three words describing why a 7th grader would like the marvel. <http://www.visitcostarica.com/ict/paginas/mapas/mapas.asp>

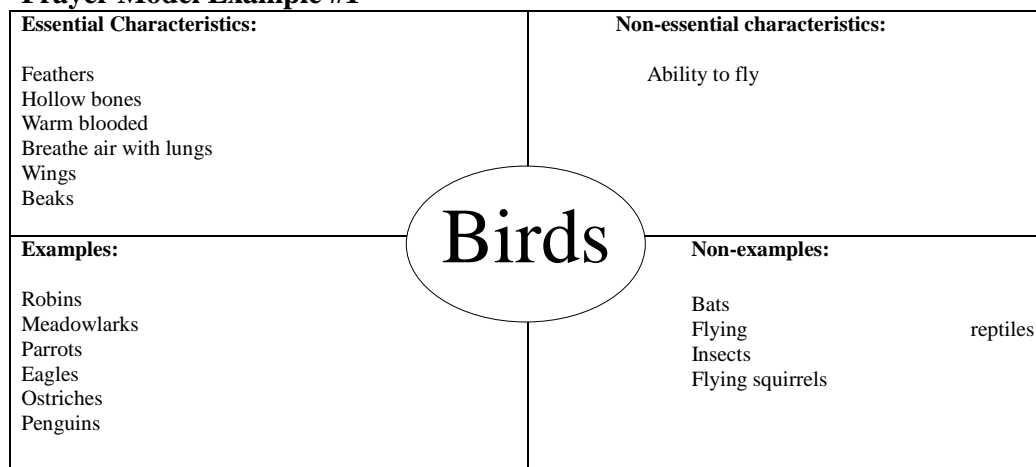
Activating Prior Knowledge: Brainstorming

- What do you consider to be a marvel? What is marvelous (producing marvel, filled with marvel) about Costa Rica?
- What “marvels” do people like to visit in Costa Rica?

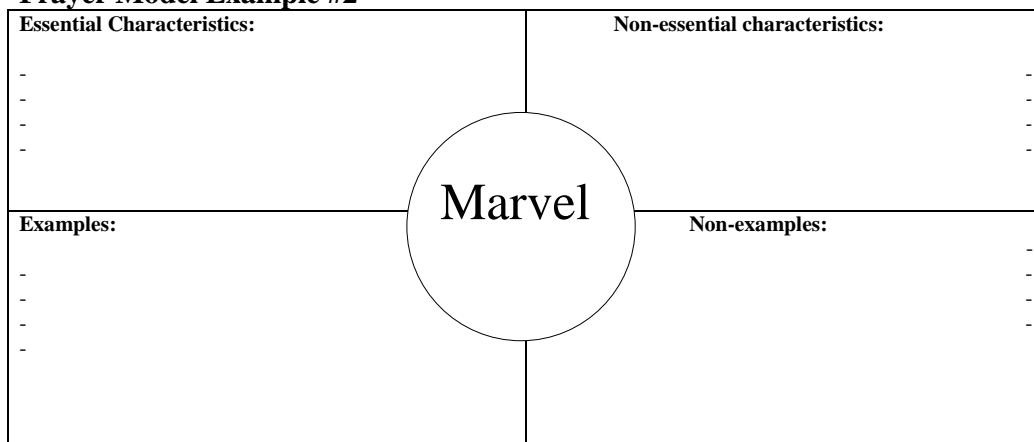
Visual aids, technology, graphic organizers, etc.

- Learners complete a Frayer model with the word marvel. <http://www.theteachertoolkit.com/index.php/tool/frayer-model> (see below)
- In teams, learners generate lists of verbs to describe activities that occur at the marvels of Costa Rica. Categorize by location, by difficulty, by need for equipment, or other option).
- Learners complete a cluster graphic organizer of a vacation or of the marvels of Costa Rica.
<https://www.eduplace.com/graphicorganizer/pdf/cluster.pdf>
<https://www.eduplace.com/graphicorganizer/pdf/clusterweb2.pdf>
https://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf
- Learners create an alphabetic organizer of the marvels of Costa Rica. http://www.readwritethink.org/files/resources/interactives/alphabet_organizer/
- Learners create a mini personal dictionary of landforms pictures
https://en.islcollective.com/resources/printables/worksheets_doc_docx/landscapes_picture_dictionary/world-environment-landscapes/52758
<http://www.slideshare.net/adrienneeberhart/easy-and-engaging-esl-activities-for-yl>

Frayer Model Example #1



Frayer Model Example #2



Oral and Written Comprehension

- Learners create complete sentences using and/but/because and referencing the list of reasons Americans need to be saved from the song/music video on <http://www.savetheamericans.org/> (becoming uptight, dealings and budget ceilings are making you a bore, rush hour, crammed in towers, worry, seem hurried, stress, job is working you), Examples:
Americans are becoming uptight and they need some time away.
Americans rush to get to work but are bored when they arrive.
Americans need to come to Costa Rica because they are stressed.
- Use podcasts in English found on <http://www.visitcostarica.com/ict/galeria/podcast/podcast.asp>
- Use portions of the educational video hosted by Jeff Corwin found at <https://www.youtube.com/watch?v=Dfi97EtMqek>

- Use the Essential Costa Rica website's press kit to find examples of a table (page 8, 11, 12), signs/acknowledgements (page 9), a top 10 list (page 10), a map (page 12), short and long readings, pull-out quotes (Did You Know That), captions with photos, press releases, and more. Use different text types for the comprehension activities.
http://www.visitcostarica.com/ict/paginas/press_kit/kit_en/PressKit-ICT-2014.pdf
- Use itineraries for trips (http://www.savetheamericans.org/save_yourself).
- Use success stories found on http://www.savetheamericans.org/success_stories.

Oral and Written Production

- Write names of national parks and Costa Rica marvels on slips of paper taped to ball or cut out photos from the Essential Costa Rica press kit and tape them to a ball. Learners form a circle and toss the ball. When a learner catches it they must name the place that is nearest their right thumb. Play for several minutes then add that students must name the place and add There is/are _____ in _____.
- Learners read aloud http://www.savetheamericans.org/success_stories.
- As music video plays silently, learners describe what they see to partner who has back to the video <http://www.savetheamericans.org/>. Learners switch places when time is called. Allow 30 seconds per description.
- Learners copy assigned questions from http://www.savetheamericans.org/know_before_you_go on strips of paper and short answers on separate sheets of paper.
- Learners form wh questions on one of the following:
 - Costa Rica as a place to visit
 - Costa Rica as a place to live
 - Marvels of Costa Rica
 - Traveling in Costa Rica
- Groups of learners must match answers to questions created earlier using the questions from http://www.savetheamericans.org/know_before_you_go
- Learners create ads or memes to match ads seen on www.savetheamericans.org.
- Learners create a Top 10 list of Marvels of Costa Rica.
- Learners create more itineraries like those found on http://www.savetheamericans.org/save_yourself.

- Learners create a similar podcast about their favorite marvel of Costa Rica to those found on <http://www.visitcostarica.com/ict/galeria/podcast/podcast.asp>.
- Learners add to the Essential Costa Rica website's press kit by producing information about the marvel closest to their community. Items could table, a top 10 list, a short description, a pull-out quote (Did You Know That), captions with photos, or a press releases (depending on the learners' ability). http://www.visitcostarica.com/ict/paginas/press_kit/kit_en/PressKit-ICT-2014.pdf
- Learners create cards to be used in card game: four cards per national park, one with location, one with an animal from that park, one with plant from park and one with an activity for that park. Learners then develop rules for the card game and play, saying aloud each card as played.

Theme 3: A World of Wonders

Warm Up Activities

Entrance tickets/tasks:

- Name a Wonder -- As learners enter the room, they name a natural wonder in their backyard or in Costa Rica.
- Draw a Wonder – As learners enter they draw and color a picture from nature, a wonder from their backyard, a marvel of Costa Rica, or something wonderful they want to see in the world. As class starts, collect the pictures, then distribute the pictures and have partners describe the pictures without naming the place or thing. Their partner should not be able to see the picture and must rely only on listening.

Songs:

- Learners identify the 7 wonders of the world that are mentioned in the song that are verbs and not places. (to touch, to see, to taste, to feel, to laugh, to hear, to love)

<https://www.youtube.com/watch?v=uV7KIL9mkGc>

Activating Prior Knowledge: Brainstorming

- Tell a Story AND Keep Adding to It – In a circle, the first learner begins with “There is a _____ in my backyard.” Then tosses ball to next person who must use AND, BUT or BECAUSE. And then toss the ball to the next person who has to start his/her sentence with AND, BUT or BECAUSE.

Visual aids, technology, graphic organizers, etc.

- Graphic Organizer -- As learners enter distribute a Do Now graphic organizer that has 3 headings. Ask them to write as many things as they can think of until the class starts. The three headings are:
 - In my backyard there are _____
 - In Costa Rica there are _____
 - In this wonderful world there are _____
- Add a 7th circle to the following graphic organizer to introduce the 7 New Wonders of the World
https://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf

Oral and Written Comprehension

- Vocabulary activity sheets
 - https://en.islcollective.com/resources/printables/worksheets_doc_docx/natures_wondersmultiple_choice_activity_2/environment/78670
 - https://en.islcollective.com/resources/printables/worksheets_doc_docx/natures_wonderspictionary/environment/78667
 - <http://www.kidzworld.com/article/5570-seven-natural-wonders-of-the-world>
- Use portions of the video “Natural Wonders of the World.” <https://www.youtube.com/watch?v=XdQR6keMs3w> For example, in the first segment on the Grand Canyon, the following could be done:
 - Pre-listening: Identify vocabulary within segment that could be used (landscape, miles, describe, tourists, photograph, camp, flyover, walk). Use mime or photos to illustrate the vocabulary.
 - At point 3:30 in the video, several tourists over their observations. At point 4:39 Leon Ayers, who has walked almost the entirety of the Grand Canyon, tells of his journey. Prepare questions based on their conversations and share with learners so that they can use as listening sheet. Learners then share answers and main idea.
 - Prepare a matching exercise with words from segments that describe natural wonders. Learners match words with natural wonder.

- Learners form pairs and interview each other based on what they saw in the video using Wh questions. For example, Where is the Grand Canyon located? What has Leon Ayer done? When is a good time to visit the Grand Canyon?
- Other videos that could be used (based on vocabulary listed in current curriculum template):
 - Earth Wonders Part 1 https://www.youtube.com/watch?v=-qzIUbl_SME
 - Amazing Earth <https://www.youtube.com/watch?v=SOW71unRlxk>
 - Mount Everest and Its Geological Story <https://www.youtube.com/watch?v=3KRTfKZflp0>
 - Discovering Rio de Janeiro with National Geographic Photographer Stephen Alvarez <https://www.youtube.com/watch?v=RhHYmfH-wXQ>
 - Australia's Great Barrier Reef - National Geographic (With Subtitles) <https://www.youtube.com/watch?v=yBJzyUnzkaE>
 - Zimbabwe's Victoria Falls - Wild Africa – BBC <https://www.youtube.com/watch?v=PTu8kX99hXI>
 - Polar Nights & Northern Lights (RT Documentary) https://www.youtube.com/watch?v=tSHx_qIZIHg
- Learners play a matching game (matching the sentence with the word that is underlined) using the following idioms:
 - What in the world are you doing?!
 - When you volunteer you make a world of difference.
 - How's the world treating you?
 - If we let nature take its course, the problem will go away.
 - How wonderful it is that nobody need wait a single moment before starting to improve the world. -- Anne Frank
- 7 Wonders of the Natural World Slide Show – Provide pre-reading questions and vocabulary. Then choose 2-3 sentences from the brief descriptions and read as a slide show is presented. Afterwards ask: What makes this natural wonder special?
<http://www.theatlantic.com/international/archive/2011/04/7-wonders-of-the-natural-world/237627/#slide1>
- [Show the short video on Volcan Paricutin \(Michoacan, Mexico\) that includes subtitles for a check on reading comprehension.](https://www.youtube.com/watch?v=ZZnvzSpNLAE)
<https://www.youtube.com/watch?v=ZZnvzSpNLAE>
- Use “Natural Wonders of the World” superlative handout with world map. Make enough copies for all learners to receive one square. Cut squares apart. Distribute squares after reviewing superlatives and key words (ocean, lake, desert, river, mountain, mountain range, island, archipelago, volcano). Learners read and find the other learners who have the same natural wonder. Then as small groups-partners, learners locate the area of the world mentioned on the map. <http://bogglesworldesl.com/naturalwondersuperlatives.htm>
- “7 Wonders of the World” Reading Worksheet – Brief descriptions of the ANCIENT wonders with photos to be used as a matching exercise https://en.islcollective.com/resources/printables/worksheets_doc_docx/wonders_of_the_world/places-wonders-of/28809

Oral and Written Production

- Use photos of the “New 7 Wonders of the World” for learners to describe.
https://en.islcollective.com/resources/printables/worksheets_doc_docx/the_new7_wonders_of_the_world/questions-world-wonders/52571
- [Number the squares in the](http://bogglesworldesl.com/naturalwondersuperlatives.htm) “Wonders of the Natural World Student Activity Sheet”
(<http://bogglesworldesl.com/naturalwondersuperlatives.htm> or see below.) [Using two die, learners roll and tell one fact about the numbered item that corresponds with the roll of the dice. \(Only number 12 of the wonders.\)](#)
- Use elements of this online lesson regarding the effects of global warming on the natural wonders of the world.
<http://www.headsupenglish.com/index.php/upper-intermediate-learners/upper-intermediate-news-lessons/upper-intermediate-environment-lessons/282-world-wonders-threatened>
- Play “20 Questions” with the “New 7 Wonders of the World.” Learners select one of the cut apart photos of the wonders (without looking) and then respond to questions posed by the learners. For example: Where is the wonder? What is the shape of the wonder? Is it a mountain? What country is it in?
https://en.islcollective.com/resources/printables/worksheets_doc_docx/the_new7_wonders_of_the_world/questions-world-wonders/52571
- Use any of the Yes/No question games described in this link (focus questions on theme): <http://www.teach-this.com/esl-games/yes-no-question-games>
 - Changing Chairs
 - 20 Questions
 - Yes No Laugh
 - Virus
- And/But/Because – Learners prepare questions about Natural Wonders. Teams are selected. Teacher draws first question. Team receives a point if they answer question correctly and an additional point if they correctly use and/but/ or because.
- Learners read the quote by Anne Frank – “How wonderful it is that nobody need wait a single moment before starting to improve the world.” Learners complete this sentence with a natural wonder.
 - I want to improve the _____ (rivers, mountains, trees, plants, etc.) because _____.Then learners partner with another student and share.

- Use “Natural Wonders of the World” superlative handout with world map (also included in Oral and Written Comprehension). After learners complete the activity of finding the area of the natural wonder on the map (country location is acceptable), learners then find and write facts they can use to complete 3-5 sentences beginning with There is/there are.
<http://bogglesworldesl.com/naturalwondersuperlatives.htm>
- World Travel – Learners prepare an itinerary of a trip to visit the 7 Wonders of the World. Itinerary should include brief description of wonder with “there is/are” statements.
- Using “Wonders of the Natural World Student Activity Sheet” and “Natural Wonders of the World Fact Cards”, present information and practice the dialogue. <http://bogglesworldesl.com/naturalwondersuperlatives.htm>

Theme 4: Where Can I Go Next?

Warm Up Activities

Entrance tickets/tasks:

- Tickets Please – Give a ticket to each student. Say: This ticket is to Get Back to Nature. Then ask, Where do you want to go? When learners sit, they complete the ticket information. If needed, review info on ticket.
<http://www.earlylearninghq.org.uk/themes/vehicles/editable-airline-tickets/>
- Where in the World ...? – Post a picture of land on one wall, sea on another, forest on another, air on another. Review vocabulary words. Learners move to the wall that is the location for the word expressed. As learners move to the correct wall, ask them to repeat the word aloud and then to a partner.

Songs:

- Fly Away by Lenny Kravitz – Print lyrics or post on board. Play song. DO NOT SHOW VIDEO. Learners respond to question: I you could fly away, where would you go? If you could get away, where would you go?
<https://www.youtube.com/watch?v=cJMeTmdfNWk>

Other Activities:



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- Idiom Recall – Using a jar with learners’ names on separate slips of paper inside, draw a name and ask one of the following questions (using previously introduced idioms).
 - (said with surprise) Where in the world do you think you will travel next?
 - How have you made a world of difference as you travel?
 - If the world treats you well, where do you want to go next?
 - If we let nature take its course, where do you think you will go next?
 - If you could travel anywhere, where would you go to improve the world?

Activating Prior Knowledge: Brainstorming

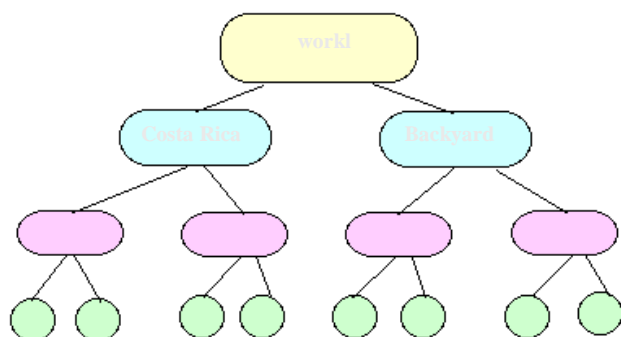
- Brainstorm list of places to “Get Back to Nature” by starting with the statement, There is/are _____ in (backyard, Costa Rica, world).
- Ask learners to use the correct word – and, but, because -- for the sentences like these using connecting words:
 - I can get back to nature in my backyard _____ never leave Costa Rica. (and)
 - I get back to nature _____ I feel better when I do. (because)
 - I want to get back to nature _____ I do not know where to go. (but)

Visual aids, technology, graphic organizers, etc.

- Use a tree diagram to review unit to date

http://chatt.hdsb.ca/~mohps/F000879B0/035EAD1D-00009092.5/5202004_32051_0.png

Tree Diagram



- Show ads for different locations studied. Learners identify the locations.

Oral and Written Comprehension

- Learners make up actions for the lyrics of Life Is a Highway. (road you travel on = driving a car; bend; stand; turn your back; arms in wide circle = world outside). Review motions and phrases. Learners perform motions while song plays.
https://www.youtube.com/watch?v=6UdZlh8_xGc
- Use a Travel Dialogue. <http://www.esl-galaxy.com/travel/callingtravelagency.pdf>
- Tape a conversation with friends or family discussing how they would like to get back to nature. Ask them questions regarding where they would like to go and how they would get there. Present audio/video to class with pre-listening questions and a post-listening review. Learners listen and answer questions.
- Use the Profe en Casa video on making travel plans. <http://www.mep.go.cr/educatico/personal-travel-plans>

- Learners complete a Travel Word Match. <http://www.esl-galaxy.com/travel/travelwdmatch.pdf>
- Learners complete a Travel Crossword. <http://www.esl-galaxy.com/travel/Travel%20crosswords.pdf>

Oral and Written Production

- Using a map, learners work in groups and verbalize the steps for traveling from where they are to a nearby and a distant “natural spot”. Learners use AND, BUT, and BECAUSE in their description.
- Say “One of the problems with travel is saying goodbye. Listen and read the words to this song and answer the questions written here.” Show the video of the song “Leaving on a Jet Plane.” Use these questions:
 - What is the mode of transportation?
 - When will he be back?
 - Does he want to go?
 - What will he bring when he returns?
- Use the second sheet in the link to a matching game of types of questions and the reasons why we ask. <http://www.esl-galaxy.com/themeworksheets/generalknowledge/worldwonderfacts.pdf>
- Use the activity sheets for making travel plans. <http://www.esl-galaxy.com/travel/callingtravelagency.pdf>
- Use these authentic travel forms:
 - Rental car agreement -- <http://www.atyourbusiness.com/contract/car-rental.php>
 - Search for a flight -- <https://www.expedia.com/Flights>
 - Find a hotel -- http://www.hotels.com/?locale=en_US&pos=HCOM_US
 - Hotel registration form -- <http://setupmyhotel.com/formats/fo/112-registration-cards-in-hotels.html>
- Use Trip Advisor in groups to plan a vacation with hotel, tourist spots, etc. -- <http://www.tripadvisor.com/>. Allow groups to present plans.
- Tell learners they now have the ability to travel anywhere in the world for the next 24 hours. Learners then create a plan to see 2 places of natural beauty in Costa Rica and 2 places of natural beauty in the world using the sentence frames: I walk to the river. I fly to Spain, etc. They must create a timeline of where they are going and what they see. <http://www.scholastic.com/teachers/lesson-plan/graphic-organizer-timeline>

Integrated Mini Project Options

- Using the video “Discovering Rio de Janeiro with National Geographic Photographer Stephen Alvarez” as an example, learners produce a video or photographic album on Facebook (or other format) on the natural wonders around them. Presentation must include script that is presented live or recorded. <https://www.youtube.com/watch?v=RhHYmfH-wXQ>
- Learners add a section about their community to the press kit found at http://www.visitcostarica.com/ict/paginas/press_kit/kit_en/PressKit-ICT-2014.pdf.
- The Swiss-based New7Wonders Foundation was established in 2001 by the Swiss-born Canadian filmmaker, author and adventurer Bernard Weber to contribute to the protection of the world’s human-built and natural heritage and to foster respect for our planet’s diversity. With a series of global voting campaigns, New7Wonders is inspiring and making people more aware of what we are leaving behind for our children and future generations.

The Official New7Wonders of the World is the first worldwide democratic exercise in mankind’s history. For the first time millions of people from all over the world have created a “Global Memory” by voting for 7 Natural Wonders, 7 Wonders, and 7 Cities to highlight.

Through reading and listening to the information found at <http://world.new7wonders.com/> learners can write and produce one of the following:

- A Powerpoint or Prezi or similar presentation on any of the 7 Wonders that includes visuals and oral production either via their taped voices or live.
- A commercial (recorded or presented live) to encourage a world tour of 7 of the wonders.
- A vote for the 7 Wonders of Costa Rica with results shared with the school.

Level 7 th		Unit 4		
CEF level to be reached: A1.1				
Scenario: Checking things off a shopping list!				
Enduring Understanding	Effective shopping is wiser when planned according to budget.			
Essential Question	How can we shop more wisely?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5/6
<p>Assessment: L identifies specific information when communicated directly, providing something that is already known about the subject, and when the speech is accompanied.</p> <p>L.1. extract specific information when communicated to directly, provided something is already known about the subject, and when the speech is accompanied by pictures or drawings.</p> <p>Assessment: L. identifies vocabulary related to the topic and uses it to understand very simple sentences if there are pictures.</p>	<p>Assessment: L recognizes what is being said about shopping for groceries and clothing.</p> <p>L.2. understand what is being said about shopping for groceries and clothing.</p> <p>Assessment: L recognizes previously encountered parts of words, prefixes, and suffixes.</p> <p>R.3. recognize previously encountered parts of words, prefixes, and suffixes.</p> <p>Assessment: L distinguishes information on posters, adverts, catalogues and everyday signs and short texts.</p> <p>R.4. understand information related to groceries and</p>	<p>Assessment: L recognizes most of a story when read slowly and accompanied by pictures.</p> <p>L.3. understand most of a story when read slowly and accompanied by pictures</p> <p>Assessment: L gives basic information about shopping preferences and prices.</p> <p>SP.1. give basic information about shopping preferences and prices (e.g. favorite clothing, favorite shops).</p> <p>Assessment: L describes shopping items using simple words and sentence frames. (for example their size, color, material, price)</p> <p>SP.2. describe shopping items</p>	<p>Assessment: L buys things in shops by pointing or other gestures to support what he/she says.</p> <p>SI.3. buy things in shops by pointing or other gestures that can support what he/she says.</p> <p>Assessment: L asks somebody to speak more slowly when needed.</p> <p>SI.2. ask somebody to speak more slowly when needed.</p> <p>Assessment: L uses simple numbers in everyday conversations. (e.g. prices)</p> <p>SI.4. use simple numbers in everyday conversations for example prices.</p> <p>Assessment: L writes short, simple texts about shopping at grocery</p>	<p>Assessment</p> <p>Anecdotal reports / rubrics / instruments for self and co-assessment</p> <p>Suggested Integrated Mini project</p> <ul style="list-style-type: none">- Create a game day and share with other learners of the same level (e.g. Bingo, Flyswatter, Pictionary, Jeopardy, and “Everybody who”)- Simulated field trip to the

<p>R.2. identify vocabulary related to the topic and use it to understand very simple sentences</p> <p>Assessment: L writes simple descriptions of shopping lists and budget charts (e.g., I need some milk).</p> <p>W.1. write simple descriptions of shopping lists and budget charts (e.g., I need some milk.)</p>	<p>clothing in posters, ads, catalogues and everyday signs and short texts.</p> <p>Assessment: L asks and tells his/her desires about shopping prices, size and where to get things.</p> <p>SI.1. ask and tell others his/her desires about shopping prices, size and where to get things.</p>	<p>using simple words and sentence frames (e.g. their size, color, material, price).</p>	<p>stores, clothing stores and supermarkets</p> <p>W.2. write short, simple texts about shopping at grocery stores, clothing stores and supermarkets, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.).</p>	<p>supermarket, farmers market or a clothing store.</p> <p>– Creating a grocery store print ad and TV or radio commercial.</p>
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Can Do related to Phonology to be inserted as appropriate each week

Assessment: L recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.

R.1. identify English language sounds using knowledge in phonics, syllabification and word parts.

Theme My Family's Grocery List	Theme Going Shopping	Theme Does This Fit Me?	Theme How Much Does It Cost?
Function	Function	Function	Function
– Listing products needed at home	– Identifying products at a grocery and clothing stores	– Describing products needed	– Buying groceries/ clothing wisely
Discourse Markers	Discourse Markers	Discourse Markers	Discourse Markers
Connecting words: and, but, because	Connecting words: and, but, because	Connecting words: and, but, because	Connecting words: and, but, because
Grammar & Sentence Frames	Grammar & Sentence Frames	Grammar & Sentence Frames	Grammar & Sentence Frames
<p><u>Simple present tense</u></p> <p>– I need to buy ____, Do you have any __? , I'm looking for a bank.</p> <p><u>Countable and Uncountable</u></p>	<p><u>WH and other questions</u></p> <p>– Where can I buy the vegetables?</p> <p><u>Modals</u></p> <p>– Can you do a price check for</p>	<p><u>WH and other questions</u></p> <p>– Where can I buy the vegetables?</p> <p><u>Countable and Uncountable Nouns</u></p>	<p><u>Past tense</u></p> <p>– After the meal, we went to a club.</p> <p>– It was very expensive.</p> <p>– Where did you buy this watch?</p> <p><u>Countable and Uncountable Nouns</u></p>

<p><u>Nouns</u></p> <ul style="list-style-type: none"> – She has eight oranges in her fridge. – How much money do you have? 	<p>me?</p> <p><u>Countable and Uncountable Nouns</u></p> <ul style="list-style-type: none"> – She has eight oranges in her fridge. – How much money do you have? 	<ul style="list-style-type: none"> – She has eight oranges in her fridge. – How much money do you have? 	<ul style="list-style-type: none"> – She has eight oranges in her fridge. – How much money do you have?
<p>Phonology</p> <p>Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothes, vegetables, decided, shopping, etc.)</p>	<p>Phonology</p> <p>Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothes, vegetables, decided, shopping, etc.)</p>	<p>Phonology</p> <p>Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothes, vegetables, decided, shopping, etc.)</p>	<p>Phonology</p> <p>Review</p>
<p>Vocabulary</p> <p><u>My Family's Grocery List</u> Fruit, meat, fish, milk, oil, rice, beans, dog food, vegetables</p>	<p>Vocabulary</p> <p><u>Going Shopping</u> Grocery store sectors: bakery, pet supplies, fresh food, frozen food, canned goods, cosmetics, household goods, cashier, express lane</p>	<p>Vocabulary</p> <p><u>Does This Fit Me?</u> Clothes: shirt, blouse, pants, skirt, dress, shorts, sweater, overall, uniform, jacket, blazer, suit, tuxedo, evening gown, pajamas, ring, earrings, necklace, chain, pin, watch, tie, belt. Sizes: extra small, small, medium, large and extra-large. Colors: blue, green, orange, red, pink, purple, brown, black, white. Materials: leather, silk, cotton. Adjectives: good, bad, expensive, cheap, big, small, beautiful, reasonable.</p>	<p>Vocabulary</p> <p><u>How Much Does It Cost?</u> "I'm sorry, I don't have any small change." "Do you have change for this?" "May I have the receipt, please?" "Can I pay by credit card / in cash?" "Is this on sale?" Budget: income, debts, utility bill (electricity, phone, cable,), savings</p>

<p>Psycho-social</p> <ul style="list-style-type: none"> - Making informed decisions <p>Idioms</p> <ul style="list-style-type: none"> - A penny saved is a penny earned. - Saving for a rainy day. 	<p>Psycho-social</p> <ul style="list-style-type: none"> - Being flexible and open to changes. <p>Social Language</p> <ul style="list-style-type: none"> - Running errands - Shop around - Shoplifting 	<p>Psycho-social</p> <ul style="list-style-type: none"> - Communicating with the person respectfully. 	<p>Proverbs / Quotes</p> <ul style="list-style-type: none"> - Every shop has its trick. -- Italian proverb <p>Sociocultural</p> <ul style="list-style-type: none"> - Asking for bargains to save money
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**Didactic Planning
Week 1**

Level: 7 th		Unit: 4			
Domain: Socio-Interpersonal and Transactional		Scenario: Checking things off a shopping list!	Theme: My family’s grocery list		
Enduring Understanding: Effective shopping is wiser when planned according to budget. Essential Question: How can we shop more wisely?					
Learn to Know		Learn to Do		Learn to Be and Live in Community	
Grammar & Sentence Frame Simple present tense <ul style="list-style-type: none">– I need to buy ____, Do you have any __?– I’m looking for a bank. Countable and Uncountable Nouns <ul style="list-style-type: none">– She has eight oranges in her fridge.– How much money do you have? Vocabulary My Family’s Grocery List Fruit, meat, fish, milk, oil, rice, beans, dog food, vegetables Phonology Inflectional endings (-s, -ed, ing) and identifying their functions: tense, plurality, comparison and		Function – Listing products needed at home Discourse Markers Connecting words: and, but, because		Psycho-social – Making informed decisions Idioms – A penny saved is a penny earned. – Saving for a rainy day.	

part of speech. (clothes, vegetables, decided, shopping, etc.)			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<p>Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies</p> <p>Learner...</p> <p>L.1. identifies specific information when communicated directly, providing something that is already known about the subject, and when the speech is accompanied.</p>	<p>L.1. extract specific information when communicated to directly, provided something is already known about the subject, and when the speech is accompanied by pictures or drawings.</p>	<p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening</p> <p>Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading</p> <p>Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing</p> <p>Written Production: Pre-writing; Drafting; Revising; Editing</p>	
		<p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Warm up</p> <p>As learners enter they respond to a question they pull from a shopping bag. Questions should elicit previous learning. Examples:</p> <p>What is your mother's favorite food?</p> <p>What is your father's favorite food?</p> <p>What is your sister's/brother's favorite color?</p> <p>How many people eat food in your house?</p>	5 min
		<p>Pre-task: listening to write</p> <p>✓ Set up a "Produce Market" and perform a skit with a pre-selected learner using the conversation below. The dialogue can be written on the board for everyone to see OR challenge learners' listening skills by having them take notes of what they hear in the conversation. Perform it twice then ask what items are on the grocery list. (Use realia if possible.)</p> <p>At the Store:</p> <p>A: Good afternoon!</p> <p>B: Hello! How are you?</p>	15 min

<p>R.1. identifies English language sounds using knowledge in phonics, syllabification, and word parts.</p>	<p>R.1. identify English-language sounds using knowledge in phonics, syllabification, and word parts.</p>	<p>A: I'm great, thanks. I need to check some things off my grocery list. B: How can I help you? A: Do you have some lettuce? B: Yes, here is a head of lettuce. Anything else? A: Do you have any avocados? B: No, I don't have any avocados. Anything else? A: I need to buy some oranges. B: We have oranges here. How many do you need? A: 5! One for each member of my family. B: Anything else? A: No, thank you! B: Okay, the total cost is three dollars and fifty cents. A: Here is three dollars and fifty cents. B: Thank you! Have a good afternoon! A: See you later!</p> <p>✓ Recognition/Articulation/Production: Using realia from the skit, show one item and wait for response. Then show two of the same thing and provide the plural – Head(s) of Lettuce, Avocado(s), Orange(s), Dollar(s). Continue with known objects in the room, showing first a singular and then a plural.</p> <p>Task: Making Your Shopping List (reading to write)</p> <p>1. Pre-reading</p> <p>Listen to the commercial like the one of The Coopers and use a hand motion of a snake in the grass (arm bent at elbow and slithering forward) when a plural is spoken.</p> <p>2. Reading for the first time</p>	<p>5 min</p> <p>30 min</p>
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R.2. identifies vocabulary related to the topic and uses it to understand very simple sentences if there are pictures.	R.2. identify vocabulary related to the topic and use it to understand very simple sentences	<p>Project or post on the board the description accompanying the commercial. For example, in the commercial featuring The Coopers the following explanation is provided:</p> <p>Meet the Coopers, a retired military family from San Antonio, Texas. H-E-B's low prices have been a huge help for their huge family, with their 3 boys, 3 girls (triplets), and 2 dogs.</p> <p>3. Pair/Group feedback</p> <p>Learners identify the plural words in the text.</p> <p>4. Reading for the second time</p> <p>Learners identify words related to saving money (budget, low prices).</p> <p>5. Post-reading</p> <p>Learners use the following list with prices to select five items that are favorites of their families and add up the total cost of their 5 item list.</p> <table><tr><td>Milk (regular), (1 liter)</td><td>732 ¢</td></tr><tr><td>Loaf of Fresh White Bread (500g)</td><td>1,031 ¢</td></tr><tr><td>Rice (white), (1kg)</td><td>1,162 ¢</td></tr><tr><td>Eggs (12)</td><td>1,624 ¢</td></tr><tr><td>Local Cheese (1kg)</td><td>3,617 ¢</td></tr><tr><td>Chicken Breasts (Boneless, Skinless), (1kg)</td><td>3,884 ¢</td></tr><tr><td>Beef Round (1kg) (or Equivalent Back Leg</td><td>5,176 ¢</td></tr></table>	Milk (regular), (1 liter)	732 ¢	Loaf of Fresh White Bread (500g)	1,031 ¢	Rice (white), (1kg)	1,162 ¢	Eggs (12)	1,624 ¢	Local Cheese (1kg)	3,617 ¢	Chicken Breasts (Boneless, Skinless), (1kg)	3,884 ¢	Beef Round (1kg) (or Equivalent Back Leg	5,176 ¢	<p>15 min</p> <p>35 min</p>
Milk (regular), (1 liter)	732 ¢																
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W.1.writes simple descriptions of shopping lists and budget charts (e.g., I need some milk).	W.1. write simple descriptions of shopping lists and budget charts (e.g., I need some milk.)	Red Meat)	
		Apples (1kg)	2,083 ₪
		Banana (1kg)	623 ₪
		Oranges (1kg)	1,154 ₪
		Tomato (1kg)	1,323 ₪
		Potato (1kg)	956 ₪
		Onion (1kg)	980 ₪
		Lettuce (1 head)	437 ₪
		Water (1.5 liter bottle)	1,216 ₪

Post-task

1. Pre-writing

Learners complete the following fill-in-the-blank activity:

- My favorite dish is _____ and it has _____, _____, and _____ in it. (*rice and beans, rice, beans and spices*)
- I want to go to the supermarket _____ I do not have money. (*but*)
- I need rice and chicken _____ I am making arroz con pollo for dinner. (*because*)
- I like to shop _____ save money at the same time. (*and*)
- I watched the video with the recipe on Facebook. We need _____, _____ and _____ to make the dish. (*vegetables and meat*)

2. Drafting

Learners share their answers with a partner.

		<p>Learners continue to work in pairs and using their partner's list from the above activity including the total amount they would need to budget and the sentence frames above, each writes a short description of what the partner needs from the store and why.</p> <table><tr><td>What?</td><td>How much will it cost?</td><td>Why?</td></tr><tr><td>Bananas, oranges, apples</td><td>At least 4,000 colones</td><td>My mother's favorite food is fruit salad.</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <p>3. Revising Ls review and revise the sentences as needed for content.</p> <p>4. Editing Ls correct grammar, punctuation, spelling and capitalization.</p>	What?	How much will it cost?	Why?	Bananas, oranges, apples	At least 4,000 colones	My mother's favorite food is fruit salad.							
What?	How much will it cost?	Why?													
Bananas, oranges, apples	At least 4,000 colones	My mother's favorite food is fruit salad.													
Options	Integrated Mini-Project	Time													
<ul style="list-style-type: none">- Create a game day and share with other learners of the same level (e.g. Bingo, Flyswatter, Pictionary, Jeopardy, and "Everybody who")- Simulated field trip to the supermarket, farmers market or a clothing store.- Creating a grocery store print ad and TV or radio commercial.	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week's lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p> <p>Acting out: Practicing the mini-project in pairs or groups.</p> <p>For the week of presentation, learners focus on:</p> <p>Responding and sharing: Delivering and participating in peer assessment of mini-</p>	<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>													

	project.			
Reflective Teaching				
What worked well	What didn't work well		How to improve	
Enduring Understanding Reflection				
How well did the learners progress in their understanding of the Enduring Understanding?				
Week Plan Self-Assessment				
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)				
Learner Self-Assessment				
I can...	Yes	No	In progress	
Listen and extract specific information when I know something about the subject and can see illustrations.				



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Asesoría Nacional de Inglés



	Identify vocabulary when reading and use it to understand simple sentences.				
	Write simple descriptions of shopping lists.				
	Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.				
	Show how I have worked with others this week.				

Didactic Planning Week 2

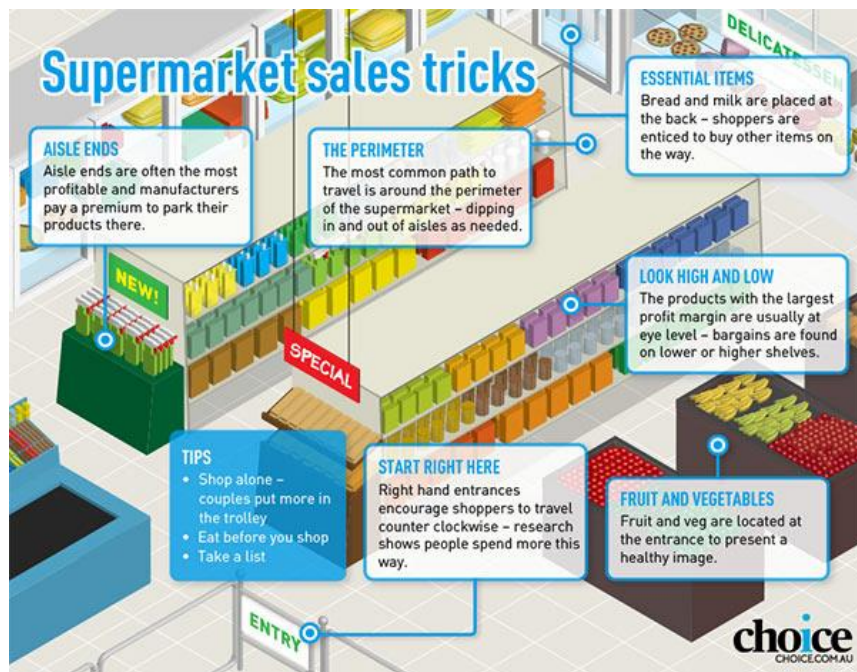
Level: 7 th		Unit: 4	
Domain: Socio-Interpersonal and Transactional		Scenario: Checking things off a shopping list!	Theme: Going shopping
Enduring Understanding: Effective shopping is wiser when planned according to budget.			
Essential Question: How can we shop more wisely?			
Learn to Know		Learn to Do	
<p>Grammar &Sentence Frames</p> <p>WH and other questions</p> <p>– Where can I buy the vegetables?</p> <p>Modals</p> <p>– Can you do a price check for me?</p> <p>Countable and Uncountable Nouns</p> <p>– She has eight oranges in her fridge.</p> <p>– How much money do you have?</p> <p>Vocabulary</p> <p>Going Shopping</p> <p>Grocery store sectors: bakery, pet supplies, fresh food, frozen food, canned goods, cosmetics, household goods, cashier, express lane</p>		<p>Function</p> <p>– Identifying products at a grocery and clothing stores</p> <p>Discourse Markers</p> <p>Connecting words: and, but, because</p>	
		Learn to Be and Live in Community	
		<p>Psycho-social</p> <p>– Being flexible and open to changes.</p> <p>Social Language</p> <p>– Running errands</p> <p>– Shop around</p> <p>– Shoplifting</p>	

Phonology Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothes, vegetables, decided, shopping, etc.)			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<p>Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies</p> <p>Learners ...</p> <p>L.2. recognizes what is being said about shopping for groceries and clothing.</p> <p>R.3. recognizes previously encountered parts</p>	<p>L.2. understand what is being said about shopping for groceries and clothing.</p> <p>R.3. recognize previously</p>	<p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing</p> <p>Pre-teaching Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Warm up Entrance ticket: Learners say what they had for dinner last night as they enter the room.</p> <p>Ask Ls to identify one shop they would like to go to as you show the cartoon The Shopping Song (ESL cartoon) (https://learnenglishkids.britishcouncil.org/en/songs/shopping)</p> <p>Pre-task: reading to speak</p> <ul style="list-style-type: none"> ✓ Use the game Clothes from MEP Educ@tico to introduce vocabulary. http://www.mep.go.cr/educatico/recurso-interactivo/clothes ✓ Use the game Colors and Shapes from MEP Educ@tico to introduce vocabulary. http://www.mep.go.cr/educatico/recurso-interactivo/colors-and-shapes 	<p>5 min</p> <p>10 min</p> <p>30 min</p>

of words, prefixes, and suffixes.	encountered parts of words, prefixes, and suffixes.	<ul style="list-style-type: none"> ✓ Use clothes flashcards. http://esl-kids.com/flashcards/clothes.html ✓ Recognition/Articulation/Production: T notes the suffix –ing that is added to shopping, buying, making (a list) <p>Task: Making a plan to shop wisely (reading to speak)</p> <ul style="list-style-type: none"> ✓ Use portions of the article “Want to Save on Your Next Grocery Shop” https://www.choice.com.au/shopping/everyday-shopping/supermarkets/articles/supermarket-sales-tricks and the illustration with callout information that follows. Note that the article includes several options for focusing on colors, wh questions like <i>Where do stores make the most money?</i> and modals <i>Can you show me where the vegetables are?</i> Here is an excerpt from the article that helps explain the illustration that follows: <p>Look high and low</p> <p>The products that make the largest profit margin will usually be found at eye level – you won't find a bargain in the best shelf spots so it pays to look further up and down.</p> <p>Aisle ends</p> <p>The ends of the row are often the most profitable area for product manufacturers and they often pay a premium to have their product placed there. These displays also act as a welcome mat to lure shoppers further down the aisle.</p> <p>At the checkout</p> <p>Last-minute temptations such as chocolates, lollies, magazines and cold drinks are all located here to entice bored, tired shoppers (and their children) while they wait to be</p>	40 min
R.1. identifies English language sounds using knowledge in phonics, syllabification, and word parts.	R.1. identify English-language sounds using knowledge in phonics, syllabification, and word parts.		
R.4.distinguishes information on posters, adverts, catalogues and everyday signs and short texts.	R.4.understand information related to groceries and clothing in posters, ads, catalogues and everyday signs and short texts.		

		<p>served.</p> <p>Essential items</p> <p>Essentials such as bread and milk are placed at the back of the store, often at either end. This is to entice shoppers to buy other items on the way.</p> <p>Like with like</p> <p>Products that are a good match – such as coffee and biscuits – are often placed nearby to prompt you to buy both items.</p> <p>The perimeter</p> <p>The most common path to travel is around the outside perimeter – dipping in and out of the aisles as needed.</p> <p>Fruit and vegetables</p> <p>The fruit and vegetable section is located near the entrance – it's there to present a fresh and healthy image. It's also designed to look like a marketplace, which encourages shoppers to stay in-store longer and to spend more.</p> <p>Start right here</p>	
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Right-hand entrances encourage shoppers to travel in a counterclockwise direction – research has shown that shoppers that travel in this direction spend more.



1. Pre-reading

T makes a word bank of what might be unfamiliar words and reviews them. T

35 min

<p>SI.1. asks and tells his/her desires about shopping prices, size and where to get things.</p>	<p>SI.1. ask and tell others his/her desires about shopping prices, size and where to get things.</p>	<p>includes shopping and other examples of –ing words.</p> <p>2. Reading for the first time</p> <p>Learners receive one portion of the article and identify which part of the illustration matches the content.</p> <p>3. Pair/Group feedback</p> <p>Learners check partner's work.</p> <p>4. Reading for the second time</p> <p>Learners identify a tip that completes this sentence: You can shop wisely if you - _____.</p> <p>5. Post-reading</p> <p>Learners participate in a walk and talk. They move about the room as T says <i>Shop, Shop, Shop 'til You Drop!</i> When T says <i>Drop</i>, students drop to the floor and share their shopping tip with the person nearest to them.</p> <p>Post-task: reading to speak</p> <ul style="list-style-type: none"> ✓ Check the List -- Pairs of learners are given a shopping list and a set time limit. Realia of the items are placed throughout the room with a different price tag on each item. Pairs must find the items and write down the price. Work is checked by noting if prices are correct. Pairs must tell other pairs what they found (saying vocabulary aloud). ✓ Gap Fill – Pairs practice and then must use as an exit ticket with the T. <ul style="list-style-type: none"> ▪ I want a _____ like yours. Where did you buy it? ▪ I bought my _____ at the _____ store. I like your _____. Where did you buy it? ▪ I bought my _____ at the _____ store. 	
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Options	Integrated Mini-Project	Time
<ul style="list-style-type: none"> - Create a game day and share with other learners of the same level (e.g. Bingo, Flyswatter, Pictionary, Jeopardy, and “Everybody who”) - Simulated field trip to the supermarket, farmers market or a clothing store. - Creating a grocery store print ad and TV or radio commercial. 	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week’s lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p> <p>Acting out: Practicing the mini-project in pairs or groups.</p> <p>For the week of presentation, learners focus on:</p> <p>Responding and sharing: Delivering and participating in peer assessment of mini-project.</p>	<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>
Reflective Teaching		
What worked well	What didn’t work well	How to improve
<p>Enduring Understanding Reflection</p> <p>How well did the learners progress in their understanding of the Enduring Understanding?</p>		

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

<i>Learner Self-Assessment</i>			
<i>I can...</i>	<i>Yes</i>	<i>No</i>	<i>In progress</i>
Listen and recognize what is being said about shopping.			
Recognize previously encountered parts of words, prefixes and suffixes.			
Read and understand information related to groceries and clothing in advertisements.			
Ask and tell others my desires about shopping prices, size, and where to get things.			
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
Show how I have worked with others this week.			

Didactic Planning Week 3

Level: 7 th		Unit: 4	
Domain: Socio-Interpersonal and Transactional		Scenario: Checking things off a shopping list!	Theme: Does this fit me?
Enduring Understanding: Effective shopping is wiser when planned according to budget.			
Essential Question: How can we shop more wisely?			
Learn to Know		Learn to Do	Learn to Be and Live in Community
<p>Grammar & Sentence Frames</p> <p>WH and other questions</p> <p>– Where can I buy the vegetables?</p> <p>Countable and Uncountable Nouns</p> <p>– She has eight oranges in her fridge.</p> <p>– How much money do you have?</p> <p>Vocabulary</p> <p>Does This Fit Me?</p> <p>Clothes: shirt, blouse, pants, skirt, dress, shorts, sweater, overall, uniform, jacket, blazer, suit, tuxedo, evening gown, pajamas, ring, earrings, necklace, chain, pin, watch, tie, belt.</p> <p>Sizes: extra small, small, medium, large and extra-large.</p> <p>Colors: blue, green, orange, red, pink, purple.</p>		<p>Function</p> <p>- Describing products needed</p> <p>Discourse Markers</p> <p>Connecting words: and, but, because</p>	<p>Psycho-social</p> <p>– Communicating with the person respectfully.</p>

brown, black, white. Materials: leather, silk, cotton. Adjectives: good, bad, expensive, cheap, big, small, beautiful, reasonable. Phonology Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothes, vegetables, decided, shopping, etc.)			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies Learner... R.2. identifies vocabulary related to the topic and uses it	R.2. identify vocabulary related to the topic and use it	Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing Pre-teaching Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc. Warm up As Do Now activities, Learners use one or more of the following and form a Wh question such as Where can I buy red shoes? <ul style="list-style-type: none"> The game Clothes from MEP Educ@tico to introduce vocabulary. http://www.mep.go.cr/educatico/recurso-interactivo/clothes The game Colors and Shapes from MEP Educ@tico to introduce vocabulary. http://www.mep.go.cr/educatico/recurso-interactivo/colors-and-shapes Clothes flashcards. http://esl-kids.com/flashcards/clothes.html Colors flashcards. http://esl-kids.com/flashcards/colors.html 	5 min 15 min

to understand very simple sentences if there are pictures.	to understand very simple sentences	<p>Option: Show video (printed words only with no spoken text) 7 Steps to Becoming a Wise Shopper and ask learners to say or guess what each of the tips are based on what they know of the text and the illustrations. Explain the idiom “stick to your guns.” https://www.youtube.com/watch?v=YQkMoW1SEj0.</p>	30 min
L.3. recognizes most of a story when read slowly and accompanied by pictures.	L.3. understand most of a story when read slowly and accompanied by pictures	<p>Pre-task: reading to listen</p> <ul style="list-style-type: none"> ✓ Learners visit a popular fashion website like Aeropostale and identify colors, sizes, types of clothes. Can also identify wise shopping actions (like looking at the clearance page!) http://www.aeropostale.com/clearance/girls-clearance/all-tops/family.jsp?categoryId=2135894 ✓ Teacher distributes copies of some of the tips from the slideshow of 50 Best Fashion Tips (using those focused on clothes, colors, sizes, etc.) ✓ T writes word bank on board of new words included in tips. As T goes through list, the learner(s) who have that word in their tip read the tip aloud. http://www.huffingtonpost.ca/2012/12/27/best-fashion-tips_n_2369356.html <p>Task: Making a Fashion Statement (listening to speak)</p> <ul style="list-style-type: none"> ✓ Teacher Narrated Fashion Show -- Learners put on the colorful articles of clothing, jewelry, shoes, hats, etc. that were brought by Ts and Ls. As Ls walk down the area marked as the runway, the teacher comments, “<i>On her neck, María is wearing a green necklace,</i>” “<i>On her feet, María is wearing black boots.</i>” As the teacher says the item, models point to that piece of clothing. The crazier the outfits are, the better. <ol style="list-style-type: none"> 1. Listening for the first time Learners begin to fill in two separate graphic organizers -- one for clothes/jewelry and one for words related to descriptions such as colors, sizes. 2. Pair/Group feedback 	35 min

<p>R.1. identifies English language sounds using knowledge in phonics, syllabification, and word parts.</p>	<p>R.1. identify English-language sounds using knowledge in phonics, syllabification, and word parts.</p>	<p>Pairs compare and complete more of their diagrams.</p> <p>3. Listening for the second time Recognition/Articulation/Production: Ls complete the diagrams. T asks what suffix Ls heard over and over in the presentation. (-ing in wearing) and Ls articulate and produce.</p> <p>4. Post-listening Ls present a new observation and preference about one of the items of clothes/jewelry (drawing from the words collected on the descriptions graphic organizer). Examples: I like the leather boots Maria is wearing.</p> <div data-bbox="622 715 1473 954"> </div> <p>Post-task: writing to speak</p> <p>1. Pre-writing After listening to what other Ls like, Ls form groups of four based on liking similar things. They must say <i>I like</i> _____.</p> <p>2. Drafting Groups write a fashion show script based on what the members of their group are wearing: <i>(Name of person) is wearing a (adjective) (item of clothing, shoes, jewelry,</i></p>	<p>35 min</p>
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<p>SP.1. gives basic information about shopping preferences and prices.</p> <p>SP.2.describes shopping items using simple words and sentence frames. (for example their size, color, material, price)</p>	<p>SP.1. give basic information about shopping preferences and prices (e.g. favorite clothing, favorite shops).</p> <p>SP.2. describe shopping items using simple words and sentence frames (e.g. their size, color, material, price).</p>	<p><i>etc.) made of (material).</i></p> <p>3.Revising Each learner in the group reads the statements and suggests corrections.</p> <p>4.Editing Corrections are made.</p> <p>1.Planning to speak Learners determine who will describe which group member's attire. For example: Karen likes to play games. She is wearing red tennis shoes and a white cotton T-shirt.</p> <p>2.Organizing Learners will determine the timing and presentation of the fashion statements. (walking in a silly manner, walking normally, etc.)</p> <p>3.Rehearsing</p> <p>4.Using Groups will present.</p>	
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Options	Integrated Mini-Project		Time
<ul style="list-style-type: none">- Create a game day and share with other learners of the same level (e.g. Bingo, Flyswatter, Pictionary, Jeopardy, and “Everybody who”)- Simulated field trip to the supermarket, farmers market or a clothing store.- Creating a grocery store print ad and TV or radio commercial.	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on: Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week’s lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project. Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on: Acting out: Practicing the mini-project in pairs or groups.</p> <p>For the week of presentation, learners focus on: Responding and sharing: Delivering and participating in peer assessment of mini-project.</p>		<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentation s can be week 5 or 6.</p>
Reflective Teaching			
What worked well	What didn’t work well	How to improve	
<div>Enduring Understanding Reflection</div> <div>How well did the learners progress in their understanding of the Enduring Understanding?</div>			

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

<i>Learner Self-Assessment</i>			
<i>I can...</i>	<i>Yes</i>	<i>No</i>	<i>In progress</i>
Read and identify vocabulary related to topic and use it to understand simple sentences.			
Listen and recognize most of an illustrated story when read slowly.			
Present information about shopping preferences and descriptions of shopping items.			
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
Show how I have worked with others this week.			

Didactic Planning Week 4

Level: 7 th		Unit: 4	
Domain: Socio-Interpersonal and Transactional	Scenario: Checking things off a shopping list!	Theme: How much does it cost?	
Enduring Understanding: Effective shopping is wiser when planned according to budget.			
Essential Question: How can we shop more wisely?			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<p>Grammar & Sentence Frames</p> <p>Past tense</p> <ul style="list-style-type: none">– After the meal, we went to a club.– It was very expensive.– Where did you buy this watch? <p>Countable and Uncountable Nouns</p> <ul style="list-style-type: none">– She has eight oranges in her fridge.– How much money do you have? <p>Vocabulary</p> <p>How Much Does It Cost?</p> <p>"I'm sorry, I don't have any small change." "Do you have change for this?"</p> <p>"May I have the receipt, please?"</p> <p>"Can I pay by credit card / in cash?"</p> <p>"Is this on sale?"</p> <p>Budget: income, debts, utility bill (electricity, phone, cable), savings</p> <p>Phonology</p> <p>Review</p>	<p>Function</p> <p>- Buying groceries/ clothing wisely</p> <p>Discourse Markers</p> <p>Connecting words: and, but, because</p>	<p>Proverbs / Quotes</p> <p>– Every shop has its trick. -- Italian proverb</p> <p>Sociocultural</p> <p>– Asking for bargains to save money</p>	

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies Learner...		<p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening</p> <p>Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading</p> <p>Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing</p> <p>Written Production: Pre-writing; Drafting; Revising; Editing</p> <p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Warm up Entrance ticket: As learners enter ask <i>Where did you buy that _____(something they are wearing)?</i> Learners must respond with <i>I bought (or my mother bought) this (item) at (store).</i></p> <p>Recognition/Articulation/Production: Show different denominations of money and ask learners to write on a piece of paper how to make change for the money. For example, a 10,000 colones bill could be a 5,000 and 2-2,000 and a 1,000. Explain that making change is also called “breaking a bill.” Ls would then complete the sentence: <i>I</i></p>	<p>5 min</p> <p>15 min</p>

R.1 identifies English language sounds using knowledge in phonics, syllabification, and word parts.	R.1. identify English-language sounds using knowledge in phonics, syllabification, and word parts.	am breaking a ____ (name of bill) with a ____ and _____. T can note the use of the –ing suffix.	20 min
R.4. distinguishes information on posters, adverts, catalogues and everyday signs and short texts.	R.4. understand information related to groceries and clothing in posters, ads, catalogues	<p>Pre-task: reading to speak</p> <ul style="list-style-type: none"> ✓ Print on board or project how prices are presented. Say an example like \$2.50 aloud. Show a math equation such as $\\$5.95 + \\$10 = \\$15.95$ and ask Ls to say it aloud. <ul style="list-style-type: none"> ▪ T explains that “costs” and “is priced at” is synonymous in their meanings. T points out and explains the –s and –ed suffixes. ▪ Print page from Amazon.com of clothes or other items. Give learners a set amount of money and then have them create a shopping list that spends as close to that amount without going over as possible. <p>Task: Going Shopping (speaking)</p> <ul style="list-style-type: none"> ✓ Create a mock store in the classroom with realia of clothes and/or grocery items. (If class is large, make multiple stores so that Ls can interact simultaneously.) Print the following scenarios on strips of paper and explain that they must buy an item in the mock store. Learners must determine appropriate questions (How much ...? etc.) and/or actions to make the purchase. Scenarios: <ul style="list-style-type: none"> • When you only have a large bill • When the cost is less than the bill you have • When you did not receive a receipt • When you have no cash but can pay another way • When you have lots of cash • When you want the item but don't have enough money 	40 min
SI.3. buys things in shops by pointing or other gestures to support what he/she says.	SI.3. buy things in shops by pointing or other gestures that can support what he/she says.		
SI.2. asks	SI.2. ask somebody to speak more		

<p>somebody to speak more slowly when needed.</p> <p>SI.4. uses simple numbers in everyday conversations. (e.g. prices)</p> <p>W.2. writes short, simple texts about shopping at grocery stores, clothing stores and supermarkets</p>	<p>slowly when needed.</p> <p>SI.4. use simple numbers in everyday conversations for example prices.</p> <p>W.2. write short, simple texts about shopping at grocery stores, clothing stores and supermarkets, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation,</p>	<p>1. Planning</p> <p>Learners determine what they will buy.</p> <p>2. Organizing</p> <p>Learners organize their thinking related to the scenario.</p> <p>3. Rehearsing</p> <p>Learners practice with a partner.</p> <p>4. Using/Describing</p> <p>Learners carry out the scenarios and purchases.</p> <p>Post-task: reading to write</p> <p>1. Pre-writing</p> <p>T reads the following story and clarifies the use of past tense.</p> <p>Yesterday, Maria was very excited when she returned from the Mercado in San Jose. She showed her brother Jose what she bought and explained, "I really saved some money today!" Jose looked at all the things Maria had and asked, "How much did all this cost?" Maria answered, "Less than \$20 because I paid in cash, got some things on sale and bargained with the salesperson for this item because it was chipped." Jose looked like he did not believe her. Maria then j, "I promise I stayed within my budget! You can see the receipts."</p>	<p>40 min</p>
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	etc.).	<p>2. Drafting Learners determine how to change the story using vocabulary they know in the blanks provided. Yesterday Maria was _____ when she returned from the _____. She showed her brother Jose what she bought and explained, "I saved \$_____ today!" Jose looked at all the things Maria had and asked, "_____?" Maria answered, "Less than \$20 because _____." Jose looked like he did not believe her. Maria then said, "_____."</p> <p>3. Revising Learners share their work with a partner and determine what changes are needed.</p> <p>4. Editing Learners correct their work.</p>	
Options	Integrated Mini-Project		Time
<ul style="list-style-type: none"> - Create a game day and share with other learners of the same level (e.g. Bingo, Flyswatter, Pictionary, Jeopardy, and "Everybody who") - Simulated field trip to the supermarket, farmers market or a clothing store. - Creating a grocery store print ad and TV or radio commercial. 	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on: Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week's lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project. Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p>		<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>

	<p>Acting out: Practicing the mini-project in pairs or groups. For the week of presentation, learners focus on: Responding and sharing: Delivering and participating in peer assessment of mini-project.</p>											
Reflective Teaching												
What worked well	What didn't work well		How to improve									
<p>Enduring Understanding Reflection How well did the learners progress in their understanding of the Enduring Understanding?</p>												
Week Plan Self-Assessment												
<p>At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)</p>												
<table border="1"> <tr> <th colspan="4"><i>Learner Self-Assessment</i></th> </tr> <tr> <td><i>I can...</i></td> <td>Yes</td> <td>No</td> <td><i>In progress</i></td> </tr> </table>					<i>Learner Self-Assessment</i>				<i>I can...</i>	Yes	No	<i>In progress</i>
<i>Learner Self-Assessment</i>												
<i>I can...</i>	Yes	No	<i>In progress</i>									

	Read and distinguish information related to groceries and clothing.				
	Show ability to buy things in shops including asking for clarification and using numbers.				
	Write short texts about shopping using correct subject-verb agreement, capitalization, spelling and basic pronunciation.				
	Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.				
	Show how I have worked with others this week.				

**Didactic Planning
Weeks 5 and 6
Review and Integrated Mini-Project**

Level: 7 th		Unit 4: Checking things off a shopping list!	
Enduring Understanding: Effective shopping is wiser when planned according to budget. Essential Question: How can we shop more wisely?			
Learn to Know		Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame <input type="checkbox"/> Did Ls use all sentence frames? Vocabulary <input type="checkbox"/> Did Ls say aloud and write all vocabulary? Phonology <input type="checkbox"/> Did Ls recognize, articulate and produce phonological sounds?		Function <input type="checkbox"/> Did Ls use all functions? Discourse Markers <input type="checkbox"/> Did Ls practice connecting words: and, but, because?	Psychosocial Did Ls show evidence of ... <input type="checkbox"/> Being aware and committed to protecting the environment <input type="checkbox"/> Appreciating natural wonders Sociocultural <input type="checkbox"/> Did Ls practice idioms and quotes?
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	
<input type="checkbox"/> Did Ls achieve all learning	<input type="checkbox"/> Can Ls do all tasks?	Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing	
		Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans.	
			Time Total: 120 min (3 lessons) All of week 5 or 6

outcomes ?			
Options	Integrated Mini-Project	Time	
<ul style="list-style-type: none"> - Create a game day and share with other learners of the same level (e.g. Bingo, Flyswatter, Pictionary, Jeopardy, and "Everybody who") - Simulated field trip to the supermarket, farmers market or a clothing store. - Creating a grocery store print ad and TV or radio commercial. 	<p>By allowing time for the Mini-Project each week for participating, thinking, and acting out, learners should now have a chosen project and determined content and strategies. In the presentation week Ls focus on:</p> <p>Responding and sharing: Participating in individual and peer assessment of mini-project.</p> <p>Teachers monitor</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did Ls use English during all aspects of Integrated Mini-Project? <input type="checkbox"/> How did project presentations reflect understanding and/or mastery of Can Do statements? <input type="checkbox"/> Did Ls put into practice the focus of Learning to Be and Live in Community? <input type="checkbox"/> Did the Integrated Mini-Project provide answers to the Essential Question? 	All of week 5 or 6 of unit	

7th Grade – Short texts and Dialogues

Theme 1: My Family's Grocery List

Maria: Hi John! Where are you going?

John: Hi Maria. I'm going to the supermarket because I need to buy ingredients for olla de carne.

Maria: I'm going to the supermarket too! What ingredients do you need to buy?

John: I need carrots, plantains, beef, yucca and squash.

Maria: What about potatoes? Potatoes are my favorite ingredient in olla de carne.

John: I love potatoes too, but my family doesn't like them.

Maria: That's a shame. Potatoes are very healthy.



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John: I know, but my family eats other healthy foods like spinach, tomatoes, and broccoli.
Maria: I love tomatoes, but I hate spinach and broccoli! I don't like green vegetables.
John: Green vegetables are important for your health! You should buy some at the supermarket today.
Maria: Maybe I will add them to my grocery list. Thanks, John!
John: No problem, Maria.

Theme 2: Going Shopping

Byron is having a family party tonight, so he has to go shopping. He needs to go to three different places: the bakery, the supermarket, and the clothing store. He wants to make sandwiches for his guests, so he is going to buy bread at the bakery. At the supermarket, he will buy meat, lettuce, tomatoes, mayonnaise, and cheese. He will also buy coffee, soda, and juice for his guests to drink. Lastly, he wants to buy a new shirt to wear at his party, so he is going to go to the clothing store. He wants a nice white shirt, but he only has 5,000 colones. He hopes he will find one on sale.

Theme 3: Does This Fit Me?

Customer: Excuse me, could you help me?
Salesperson: Of course! What do you need?
Customer: I would like to buy a new uniform for school.
Salesperson: Okay, so you need a shirt, pants, and shoes, right?
Customer: Right. I need a white shirt, blue pants, and black shoes.
Salesperson: What size are you?
Customer: I need a small shirt, medium pants, and size 36 shoes.
Salesperson: Great, I will get them for you. Do you need anything else?
Customer: Yes. I would also like to purchase a dress, earrings, and a necklace to wear on my birthday.
Salesperson: What color dress do you want?
Customer: I would like a pink dress, please.
Salesperson: No problem.



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Theme 4: How Much Does It Cost?

Customer: Hello! I would like to buy three ice cream cones, please.

Cashier: Sure. What flavors would you like?

Customer: I would like one vanilla, one chocolate, and one strawberry.

Cashier: Okay. Can I get you anything else?

Customer: That's it!

Cashier: Your total is 1,300 colones.

Customer: Can I pay with a credit card?

Cashier: No, sorry. We only accept cash.

Customer: Okay, that's fine. Here's 10,000 colones.

Cashier: Do you have smaller change?

Customer: No, that's all I have.

Cashier: Okay, no problem. Your change is 8,700 colones. Would you like a receipt?

Customer: Yes, please.

Cashier: Here you go. Enjoy your ice cream!

Customer: Thanks!

7th Grade – Phonology: Inflectional endings

Theme My Family's Grocery List	Theme Going Shopping	Theme Does This Fit Me?	Theme How Much Does It Cost?
Phonology Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothes, vegetables, decided, shopping, etc.)	Phonology - Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothes, vegetables, decided, shopping, etc.)	Phonology - Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothes, vegetables, decided, shopping, etc.)	Phonology Review
Voiced and Voiceless Consonants Review the concept of voiced and voiceless consonants with your students. Reviewing this is critical when it comes to pronunciation rules for the inflectional ending -ed. Introduce the various manners of pronouncing -ed and where each manner is appropriate.	Listen and Repeat The theme and vocabulary of this week is perfect for the activity. Have students read out text that include several past tense words and have them feel the vibration in their throats. Sentences like "I passed by the store yesterday and purchased several vegetables that would be used for dinner later that night".	Listen and Repeat Continue with the activity of having students recognize the various manners of the -ed ending but also introduce the -ing ending. Explain the double consonant rule with words like "plug" which become "plugging". Again the theme of the week falls in line with the topic at hand.	Recognition Using the -ed material that was covered in the earlier portions of the unit review with your students the context in which the different pronunciations occur and the rules for the -ing endings. Have them create sentences that use both of these concepts and share them with their classmates. Ideally you would want to have them write about the topic of shopping and then have another student read their peers work so they can be exposed to fresh material.

Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothes, vegetables, decided, shopping, etc.)

Inflectional Ending Die

- Learners practice the inflectional endings: -ed, -ing, and -s through the use of a die. The learner throws the die. If it shows 1 or 2, the learner says an -s word; if 3 or 4, a word ending in -ed; if 5 or 6, a word ending in -ing.

-S in a Poem

- Learners move their arm like a snake in the grass each time they hear the –s at the end of the word.

The Snake Poem

by Douglas J. Wulf

I *hiss*. You *hiss*. We *hiss*. They *hiss*.

This form here never misses.

But my snake adds one *S* to this.

Each time he bites and hisses.

Take Action when You Hear the Action Words

See below for a list of verbs ending in –ed and –ing. Tell the class that if they hear a word ending in –ed they should stand and if they hear a word ending in –ing they should stand on one leg. For all other words they should sit. Then add additional words to the list, mix them up and call them out.

Background information on the Unit 4 Phonology (for optional use in classroom)

ED Sound Practice with Rules

- [t] [d] [əd]
- Introduce the idea of voiced/voiceless consonants
- General Rule
 - If the consonant before the /ed/ is voiceless it makes a [t] sound.
 - If the consonant before the /ed/ is voiced it makes a [d] sound.
 - If the consonant before the /ed/ is a [t] or [d] it makes a [əd] sound.

You may have noticed that in English, past tense verbs with an -ed ending are pronounced in three different ways:

[t]
[d] or
[ɪd].

For example, if I say the past tense verb “walked”, as in, “I walked away,” what is the last sound that you hear in the verb?

“Walked” [wakt]

1) The -ed verb ending sounds like a [t], “Walked” [wakt], even though it ends in the letter “d”.

What do you hear when I say:

“smelled”, as in, “it smelled bad.”

2) The -ed verb ending sounds like a [d]: “smelled” [smeld]

And when I say, “visited”, as in “I visited New York City”, how did I pronounce that “-ed” ending?

[ɪd] [vɪzɪtɪd].

3) The -ed verb ending sounds like [ɪd], [vɪzɪtɪd].

This lesson teaches you the three rules that explain the differences in past tense verb “-ed” pronunciation. But don’t be surprised if most Americans can’t explain these rules to you! The truth is, Americans make these changes in sound without even noticing.

Why the Sound Changes

Place your fingertips on the front of your neck, and pronounce the following words. What do you feel on your fingers when you say the underlined sound?

vow | fake (vvv | fff)

zebra | snake (zzz | sss)

→ When we pronounce voiced sounds, our vocal chords vibrate when we say those sounds. [v] [z]. Did you feel the vibration?

→ When we pronounce voiceless sounds, our vocal chords do not vibrate. [f] [s]. No vibration.

This vibration or lack of vibration then carries forward to the following sound in the word. Therefore, this vibration or lack of vibration explains why we pronounce the past tense of verbs in three voiced or voiceless ways: [t], [d] or [ɪd].

1) [t] final sound

Verbs ending in voiceless sounds [p, k, θ, f, s, ʃ, tʃ] cause the “-ed” ending to be pronounced as the voiceless [t] (with no vocal chord vibration).

Listen and Repeat

[p] “He popped a balloon.” [papt]

[k] “They talked a lot” [takt]

[θ] “th”: “She frothed a cup of milk” [frawθt]

[f] “I laughed at the movie.” [læft]

[s] “She kissed a frog.” [kɪst]

[ʃ] “sh”: “We brushed it off.” [bruʃt]

[tʃ] “ch”: “I reached around for it.” [riytʃt]

2) [d] final sound

Verbs ending in the voiced sounds [b, g, ð, v, z, ʒ, dʒ, m, n, ŋ, r, l] cause the “-ed” ending to be pronounced as a voiced [d].

Listen and Repeat

[b] “It bobbed up and down.” [babd]

[g] “He begged her to stay.” [bɛgd]

[ð] “She breathed loudly.” [briyðd]

[v] “They loved it.” [lʌvd]

[z] “We raised her expectations.” [reyzd]

[dʒ] “They bridged the gap.” [brɪdʒd]

[m] “I claimed it was mine.” [kleymd]

[n] “They banned new members.” [bænd]

[ŋ] "She banged into the chair." [bæŋd]

[r] "He cleared it up." [kliyrd]

[l] "I rolled up the paper." [rowld]

3) [əd] or [ɪd] final sound

Verbs ending in the sounds [t] or [d] will cause the "-ed" ending of a verb to be pronounced as the syllable [əd] or [ɪd].

Listen and Repeat

[t] "I visited the Empire State Building." [vɪzɪtəd]

[t] "She edited the research paper." [ɛdɪtɪd]

[d] "We ended the game early." [ɛndɪd]

[d] "He breaded the chicken." [brɛdɪd]

Important Rules

Connected Speech [c+v]

These "-ed" pronunciation rules are particularly important, because in English we connect our speech when we have a word that ends in a consonant; and is followed by a word that begins with a vowel.

In this case, the way you say the verb's "-ed" ending will be heard loudly and clearly.

Example:

"He walked away" [walkt] → "He walk taway" [hiy WAWK təWEY]

Did you hear that [t] in "walked" clearly?

H-Deletion

The same rule of connected speech [c+v] occurs when h-deletion causes us to delete the “h” sound at the beginning of a word.
Example:

“We raised her expectations” [reyzd] → “We raizd her expectations” → “We raizdər expectations”
We deleted the “h” in “her”, then connected the speech from “raised” and “her”, which became “raisder”.

Suffixes: word endings (ed, ing)

Prefixes and suffixes are structural changes added to root words.

Common endings that begin with a vowel (-er, -est, -ing, -ed, -able) are usually sounded as syllables. A syllable is a vowel or a group of letters containing a vowel sound which together form a pronounceable unit. All words include at least one vowel.

Spelling Rule: (Applies to words that have **one syllable**). When a **short** vowel is followed by **one** consonant at the **end** of the root word, **double** the last consonant and add (ed) or (ing).

To state this rule simply; “short vowel, **one** consonant, double” (It needs a friend)

Example: The letter “u” is a short vowel in the word **run**. It is followed by **one** consonant (n), therefore the last letter (n) is doubled - **running**.

If the short vowel is followed by two consonants (mp), as in the word jump, the last consonant is not doubled - **jumping**.

Verbs ending with -ed and -ing

beg	begged	begging
box	boxed*	boxing*
clip	clipped	clipping

dim	dimmed	dimming
drag	dragged	dragging
drop	dropped	dropping
fax	faxed*	faxing*
fix	fixed*	fixing*
flap	flapped	flapping
grab	grabbed	grabbing
grin	grinned	grinning
grip	gripped	gripping
hop	hopped	hopping
hug	hugged	hugging
jog	jogged	jogging

mix	mixed*	mixing*
pat	patted	patting
plan	planned	planning
plug	plugged	plugging
shop	shopped	shopping
stop	stopped	stopping
tag	tagged	tagging
run		running
sit		sitting

*Words (verbs) ending with the letter “x” are **not doubled** because the letter “x” is a blend of **two** consonants “**ks**”

If the short vowel is followed by **two** or more consonants (**mp**), as in the word **jump**, the last consonant is not doubled - **jumping**.

back	backed	backing
bang	banged	banging

end	ended	ending
hand	handed	handing
help	helped	helping
itch	itched	itching
jump	jumped	jumping
kick	kicked	kicking
kill	killed	killing
rest	rested	resting
sing		singing
wish	wished	wishing

(worksheet)

Do you recall the spelling rule regarding the root word + ending?

short vowel, **one** consonant, double" (the last consonant)

short vowel, **two** or more consonants, do not double" (the last consonant)

Read these sentences.

1. His dog **begged** **for** **my** snack.
2. Did the glass crack when **you** **dropped** it?
3. The rabbit **hopped** **into** the bushes.
4. I **hugged** **my** mom and dad when **they** left the park.
5. I like **to** **go** **shopping** with **my** mom.
6. **We** **stopped** and **petted** the dogs.
7. I **was** **running** **very** fast when I got **tagged**.
8. I **helped** **my** dad **do** a trick.
9. **We** **kicked** a tin can and then **rested** on the grass.
10. The man **milks** a big black yak.
11. **My** back **itched** **so** much I had **to** scratch it.
12. I **asked** **my** mom **to** **come** and help **me**.

Create a sentence that includes at least one base word + (ed), (ing). Your writing should reflect good penmanship, proper spacing, and correct usage of upper and lowercase letters. Remember all sentences begin with a **capital letter** and end with a **period** (.), **question mark** (?), or **exclamation point** (!).

THE SNAKE POEM (WITH AN ADDENDUM)

The Snake Poem
by Douglas J. Wulf

I *hiss*. You *hiss*. We *hiss*. They *hiss*.
This form here never misses.
But my snake adds one *S* to this.
Each time he bites and hisses.

Addendum: Of course, I'm not sure that the snake is a boy.
If the snake is a girl: Each time she bites and hisses!
(Or maybe we really cannot tell or do not care: Each time it bites and hisses!)

A. EXPLICIT GRAMMAR TEACHING:

The first and second lines of the poem express the predominant pattern for the present tense. These lines indicate that for a subject that is first-person singular, second-person singular/plural, first person plural, or third-person plural, the form of the simple present tense verb is uniform. For verbs other than “be,” this form is identical to the infinitive (base form). Of course, we should clarify the contrast of “be” versus “am” and “are,” but the poem is about verbs other than “be,” of which “hiss” serves as a typical example. For the verb “hiss,” the form “hiss” indeed never misses for the subjects listed here.

The third and fourth lines of the poem indicate that the third-person singular present tense verb adds the “-s” morpheme.

The slightly humorous addendum about the unclear gender of the snake allows us to highlight the idea that the ending “-s” appears also with the pronoun subjects “she” and “it.” There are also non-pronoun subjects in the poem “That form” and “my snake.”

B. IMPLICIT GRAMMAR TEACHING:

The poem itself contains a set of relevant examples that can be noted and also referenced in the future. In particular, the three allomorphic pronunciation variants of the morpheme “-s” appear. Also, both pronoun and non-pronoun subjects appear.

1. I hiss. (first-person singular)
2. You hiss. (second-person singular/plural)
3. We hiss. (first-person plural)
4. They hiss. (third-person plural)
5. That form here never misses. (misses: third-person singular; non-pronoun subject “That form”; [schwa-z] pronunciation of -s)
6. But my snake adds one S to this. (adds: third-person singular; non-pronoun subject “my snake”; [z] pronunciation of -s)
7. Each time he bites ... (bites: third-person singular; pronoun subject “he”; [s] pronunciation of -s)
8. ... and hisses. (hisses: third-person singular; pronoun subject “he”; [schwa-z] pronunciation of -s)
9. In the addendum: “Each time she bites and hisses.”
10. In the addendum: “Each time it bites and hisses.”

C. ADDITIONAL PEDAGOGICAL CONSIDERATIONS

1. Although the poem is an explicit and implicit grammar lesson, the poem also tells a silly little story about what a particular snake does. In other words, the poem can be regarded as having a meaningful, communicative component as well. It is a funny little piece of verse, somewhat after the fashion of the nonsensical poetry of Edward Lear or Lewis Carroll.

2. The lesson is in poetry, and poetry is often more memorable than prose.

3. The poem is itself extremely brief (just 27 words). Admittedly, the addendum adds a few more words to the lesson, but it is really nothing more than repetitions of the last line with the word “she” or “it” swapped in for “he.” This is therefore barely new content, though it makes a useful point.

4. If recited accurately, the learner is obliged to pronounce the “-s” morpheme on “misses,” “adds,” “bites,” and “hisses” correctly. It is thus a way to encourage automaticity of the procedural knowledge of the use of this morpheme.

5. Three different degrees of saliency of the morpheme occur in this poem, as noted below.

5a. The examples “misses” and “hisses” are the most salient. The base form of “miss” and “hiss” both end in [s], making the added [schwa-z] of the morpheme more noticeable. The [schwa-z] pronunciation adds an additional syllable, and this is built into the metrical structure of the poem too. These examples occur in the poem at the ends of lines and they rhyme with each other, reinforcing the pronunciation. The verbs chosen are themselves salient due to their meanings. If a student “misses” the -s, it is a mistake. The poem is about a snake, and a snake “hisses,” as does the sound of the morpheme at the end of the verb, most accurately when it is pronounced [s], as in “bites.”

5b. The example “bites” is somewhat less salient (e.g., the morpheme does not add an additional syllable, etc.), but it is at least conjoined with a coordinating conjunction to “hisses,” which should draw particular attention to the ending. Also, “bites” is another memorable verb, since this is a grammar rule that often “bites” you like a snake when you get it wrong. In addition, it occurs after the explicit statement in the poem that references adding an S.

5c. The least salient example is “adds.” However, it seems important for there to be at least one verb in the poem that the speaker might have to strive to pronounce correctly. That is, the poem presents a slight challenge for accurate recitation. However, at least the verb chosen here is also meaningful, since to follow the rule, the learner “adds” this morpheme to the end of the verb.

6. The examples from the poem can later be used by learners and by the teacher as central examples. If a student says, “He go to school,” the teacher could note “my snake adds ... he goes ... ” stressing the [z]. And again, in a communicative way, “misses,” “adds,” “bites,” and “hisses” are all great verbs to use when talking about following or failing to follow this particular rule of English morphology.

7. The central protagonist of the poem is a snake (a rather menacingly memorable creature) that can itself look like an S. In giving written corrective feedback on a student’s essay, a teacher or a peer could use a rubber stamp of a picture of a snake in the shape of an S to indicate any missed occurrence of this morpheme. For an electronic document, it could be possible paste a character (perhaps from a Zapf Dingbat kind of font) that is a picture of an S-shaped snake. The correction would thus not be a simple correction (i.e., “Put an s here.”), but would also be an icon that represents the entire content encapsulated in the poem.

7th Grade – Optional Activities

Theme 1: My Family’s Grocery List

Warm Up Activities

Entrance tickets/tasks:

- Set up a grocery store/pulperia in the classroom. As learners enter and receive a shopping list of pictured items, they are told to find the objects on their list and write the name of the item in English beside the picture. Realia of groceries should include the name of the item in English taped to it.
- As learners enter they must say one food they like. (I like _____). And one food a family member likes. (My father likes _____).
- Prepare a cooked treat for the learners such as arroz con leche or rice and beans. As learners enter ask in English what ingredients are included in the dish. Allow learners to respond in Spanish then look up what those words mean. Learners will complete a list (on the board) of groceries that are

needed for their classroom experience. NOTE: If preparing food is not possible, have pictures of typical dishes that learners pull from shopping bag and continue activity with the picture as the prompt.

Songs

- “Everybody Eats When They Come to My House” by Cab Calloway (Waitrose commercial) <https://www.youtube.com/watch?v=k3fGRBaMogU> – Identify names. List foods shown.
- “Food Glorious Food” from Oliver, the musical <https://www.youtube.com/watch?v=t9ZoZhfd0A> – Listen for adjectives.

Activating Prior Knowledge: Brainstorming

- Review “want/like/need” with Say It in English videos. Then brainstorm things learners want/like/need at the supermarket.
 - <https://www.youtube.com/watch?v=UvuZD-gXeKI>
 - <https://www.youtube.com/watch?v=Yg5kc525Zno>
- What does my family like to eat?
- What does my family need to eat?
- What are the favorite dishes of each of my family members?
- My (family member) likes _____ and _____ but not _____. (foods)
- Where can I buy (names of foods)?

Introducing different text types (visual aids, technology, graphic organizers, etc.)

- Use the Vocabulary Graphic Organizer in Appendix to introduce new vocabulary.
- Use supermarket sales flyers to find vocabulary words. <http://www.biritesupermarket.com/weeklyads.html>
- Use a T-chart to create a grocery list of Wants/Needs.
- Use a cluster graphic organizer (See Appendix) to create a Grocery List.

Oral and Written Comprehension

- Use Profe en Casa video on Acceptance of Goods and Services. <http://www.mep.go.cr/educatico/acceptance-and-refusal>
- Use the game from MEP Educ@tico on Food and Drinks. <http://www.mep.go.cr/educatico/recurso-interactivo/food-and-drinks>



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- Use videos featuring San Antonio Spurs basketball players talking about foods they can buy at HEB supermarkets in Texas. Learners can listen for names of food items. (Also great for sharing a number of different accents in English). <https://www.heb.com/static-page/article-template/spurs-commercials>
- Select cooking demonstrations from these websites and create grocery lists
 - <https://www.youtube.com/user/Publix>
 - <https://www.youtube.com/channel/UCJFp8uSYCjXOMnkUyb3CQ3Q>
 - https://www.facebook.com/hashtag/ifylrecipes?source=feed_text&story_id=10153648420247713
 - <http://www.delish.com/videos/>
 - <http://tiphero.com/category/recipes/>
- Use this example or Google “supermarket print ads” and find a new version of a supermarket flyer to use with activities. One option is “shopping” by distributing copies of the print ads and then calling out items (or supplying learners with a shopping list). Learners find the items and identify prices. A variation is for learners to add prices for total cost. First to tally wins. <http://www.biritesupermarket.com/weeklyads.html>

Oral and Written Production

- Use Profe en Casa video on Acceptance of Goods and Services. <http://www.mep.go.cr/educatico/acceptance-and-refusal>
- Use the game from MEP Educ@tico on Food and Drinks. <http://www.mep.go.cr/educatico/recurso-interactivo/food-and-drinks>
- Use videos featuring San Antonio Spurs basketball players talking about foods they can buy at HEB supermarkets in Texas. Learners can listen for names of food items. (Also great for sharing a number of different accents in English). <https://www.heb.com/static-page/article-template/spurs-commercials>
- Select cooking demonstrations from these websites and create grocery lists
 - <https://www.youtube.com/user/Publix>
 - <https://www.youtube.com/channel/UCJFp8uSYCjXOMnkUyb3CQ3Q>
 - https://www.facebook.com/hashtag/ifylrecipes?source=feed_text&story_id=10153648420247713
 - <http://www.delish.com/videos/>
 - <http://tiphero.com/category/recipes/>

- Use this example or Google “supermarket print ads” and find a new version of a supermarket flyer to use with activities. One option is “shopping” by distributing copies of the print ads and then calling out items (or supplying learners with a shopping list). Learners find the items and identify prices. A variation is for learners to add prices for total cost. First to tally wins. <http://www.biritesupermarket.com/weeklyads.html>
- Learners create their favorite breakfast, lunch, and dinner menus and share with a partner. Afterwards (as part of Production) they create a grocery list of items needed to prepare the dishes.
- Picture review using flashcards or food picture sets.
 - <http://esl-kids.com/flashcards/food.html>
- Asking and answering
 - What do you want at the supermarket?
 - What do you need at the supermarket?
 - What does your family want at the supermarket?
 - What does your family need at the supermarket?
- Production of sentences
 - My favorite dish is _____ and it has _____, _____, and _____ in it.
 - I want to go to the supermarket _____ I do not have money.
 - I need rice and chicken _____ I am making arroz con pollo for dinner.
 - I like to shop _____ save money at the same time.
 - I watched the video with the recipe. We need _____, _____ and _____ to make the dish. (use videos from cooking websites listed in Comprehension)

Theme 2: Going Shopping

Warm Up Activities

Entrance tickets/tasks:

- As a Do Now activity, ask learners to open up the link on their phones for the game from MEP Educ@tico on Food and Drinks.
<http://www.mep.go.cr/educatico/recurso-interactivo/food-and-drinks>
- Picture review using flashcards or food picture sets -- <http://esl-kids.com/flashcards/food.html>

- If using the “store” idea that will be introduced later in Production (realia or photos of items with a different price tag marked on each), prepare a shopping list with only the vocabulary that is known by learners. Learners must find those items and write the cost beside each. Pairs check the work.

Songs

- Shopping for Clothes
 - <https://www.youtube.com/watch?v=Y8FFkPnIJc>
- “Let’s Go to the Mall” – parody of 80s videos from the TV show How I Met Your Mother
 - <https://www.youtube.com/watch?v=GF1b1pf9DRY>
- “I Am a Grocery Bag” by They Might Be Giants (Learners can create their own version)
 - <https://www.youtube.com/watch?v=Lw-PTBW9y-0>

Other Activities

- Circle of Like – Play a game where learners sit in a circle and the first player says a greeting and his/her name plus fills in the blank for I like ____ with a food. Next player then gives a greeting, introduces self and like PLUS __name of previous speaker__ likes _____. Next learner has to do all of those who spoke before. If someone forgets what someone likes, play must begin again. Sample:
 - Hi. My name is Karen and I like pizza.
 - Hi there! My name is Kelly and I like cake. Karen likes pizza.
 - Hello. My name is Cathy and I like chocolate. Kelly likes cake. Karen likes pizza.
- “Do you have” passing game -- Learners sit in a circle and with hands behind their backs pass around some small realia from the lessons on food. They must try to conceal whether they have the in their hands or not and keep track of where the other objects are. When the teacher shouts “Stop”, the students try to guess who has which object with “Do you have (the apple)?”

Activating Prior Knowledge: Brainstorming

- What are things we can buy in a supermarket that we cannot eat?
- What are things we can buy in a mall?
- How can these sentences be completed?
 - I need to buy some food but _____

- I want to buy some candy but _____

Introducing Different Text Types

- Show a map of the layout of a mall. Learners can create their own “mall.” <https://www.mallofamerica.com/shopping/map>
- Show a map of a Target store. Learners must identify where items can be found in the store. <http://tgtfiles.target.com/maps/1491.png>
- Use a T chart for Shopping List: Items and Cost

Oral and Written Comprehension

- Use activities from <http://englishpost.org/2014/10/21/good-and-services/>
- Use the MEP Educ@tico video on Accepting Goods and Services. https://www.youtube.com/watch?time_continue=1&v=MaV2jsOMJUA
- Use the video tour from the Target Store corporate site “Step Inside Streeterville” (Scroll down page to locate video. May change locations but any tour will work). <https://corporate.target.com/about/shopping-experience>
- Use the video on How I Save at Costco. <https://www.youtube.com/watch?v=6pkCF2I0CJM>
- Show a video from one of the fashion vloggers mentioned in this list. Most vloggers have videos, blogs, Instagram and Snapchat so several options for information sharing for written comprehension are also available. <http://stylecaster.com/best-fashion-youtube-vloggers-gurus/>
- Use some of the written resources found in the more information section of the page containing the How I Save at Costco video. <https://www.youtube.com/watch?v=6pkCF2I0CJM>
- Use these ESL shopping dialogues/worksheets.
 - <http://www.teach-this.com/images/resources/at-the-clothes-shop.pdf>
 - <http://www.teach-this.com/images/resources/can-i-help-you.pdf>
 - <http://www.teach-this.com/images/resources/shopping-around.pdf>
 - <http://www.teach-this.com/images/resources/countable-or-uncountable.pdf> (Countable and Uncountable)

Oral and Written Production

- Speed Shopping -- Learners are in pairs. When teacher says “Shop!” both say aloud (while taping with phone if possible) all the vocabulary they know of things they can buy in a store (food or clothes). When teachers says “Stop!” (after a announced time that takes into account the abilities of the students). They then count and report to determine winner in the class (show video of winners). Can be turned into writing production by next doing same times exercise with students listing all items on a piece of paper – items must be spelled correctly.

- Picture Pop – Vocabulary words are pictured using either printed copies of photos, drawings, a Powerpoint slide with all of the words in pictures on the screen, or pictures from magazines. Two teams are identified. The first player on each team is given a flyswatter or other “popping” device. When a word is called, the player must pop the picture with the popper. Points are made for correct answers. Next players then receive the “popping” device and play continues.
- Eat it/Drink it/Wear it – Learners must say (if working in large group, small groups or pairs) what category the vocabulary word falls into. Or learners can write on graphic organizer and then pair up to check work.
- Where Can I Buy That? – After pairs of learners write each word on a single small piece of paper and have a deck of words, they are given an illustration of a mall or a large supermarket and must place the word in the correct area of the store in answer to the question: Where can I get that? Learners alternate asking the question and answering.
- Countable or Uncountable – As teacher shows pictures, learners must respond with a/an or some and the vocabulary word.
- Use worksheet from <http://englishpost.org/2014/10/21/good-and-services/>.
- Shopping dialogue – Learners create a dialogue using strips of paper with the vocabulary questions for How Much Does It Cost? printed on separate strips. First they practice the dialogue and then they add more questions.
- Use Cyberlab resources:
 - http://cyberlab.ucr.ac.cr/cyberlab/booklets_students/booklet_7th/unit9_booklet_7th.pdf
 - http://cyberlab.ucr.ac.cr/cyberlab/septimo/cyberlab_7th/index.html
 - http://cyberlab.ucr.ac.cr/cyberlab/teachersguides/teachersguide_7th/unit9_7th_guide.pdf
- Use one or both of the Shopping Activities from JumpStart 2016 (Appendix).
- Learners write a shopping list of 5 foods and 5 clothing items they need or want. Then they write a short paragraph about Yesterday I Checked Things Off My Shopping List.

Theme 3: Does this fit me?

Warm Up Activities

Entrance tickets/tasks:

- As learners enter they respond to one of the following questions with complete sentences:
 - What did you do yesterday?
 - What is the last thing you bought?

- Teach/Review colors. Start by holding up a familiar colored paper and elicit the color from the students. Tape the paper to the board and write the word next to it. Go through familiar colors, and then teach new colors. Practice pronunciation as you go.
- What Body Shape Are You? – Post or distribute info on body shapes. Ask learners what body shape they are. Ask what clothes look best on you? (responses can be in Spanish) (Use this activity if you plan to later use video on jeans and body types)
 - <http://static1.squarespace.com/static/5306b537e4b0d000c0d27b3b/t/559ab8f7e4b0386248dbfe88/1436203256598/>
 - <http://i.huffpost.com/gen/1286793/images/o-HOURLASS-BODY-facebook.jpg>

Songs:

- Fashion by Lady Gaga
 - <https://www.youtube.com/watch?v=-lGtKtqtXeE>
- Sharp Dressed Man by ZZ Top
 - https://www.youtube.com/watch?v=Pn2-b_opVTo

Other Activities:

- Play Twister -- Improve a board by taping colored circles to the classroom floor, and instead of a spinner simply call out a color, body part, or even clothes ("Shoe on Red!").
- Play I Spy Something ____ -- Ask for a volunteer to leave the room. The class quietly and secretly selects an item in the room of a particular color. Learner reenters and speaker says, I I spy something (color). Learners must indicate if the seeking learner is hot or cold by how close he/she is to the object selected as they move about the room and guess. (Can do same activity by adding sizes: I spy something red and small.)
- What Do You Feel – After vocabulary has been introduced, learner is blindfolded and places hand in bag, brings out an object and describes what it is made of (leather, silk, cotton).

Activating Prior Knowledge: Brainstorming

- What do clothes that fit look like?
- Do your clothes fit (match) your personality?

Introducing different text types (visual aids, technology, graphic organizers, etc.)

- Use a Frayer Model to look at the word “fit.”
- Using a Venn diagram, pairs of learners fill in the 3 parts of the diagram: What one partner is wearing, what the other is wearing, and what they are both wearing.

Oral and Written Comprehension

- Play Everybody Who... -- Arrange the chairs in a circle or put x's on the floor with tape to signify each spot. Learners sit in the chairs and one person stands in the middle of the circle. The person in the middle calls out, “Everybody who is wearing sandals!” The person in the middle and all students who are wearing sandals must stand up and quickly find a new seat in the circle. The person who doesn't find a seat, stays in the middle and continues, “Everybody who is wearing a blue shirt.” Game continues.
- Use the video The Perfect Fit: Jeans for Your Body Type.
- Use 7 Steps to Being a Wise Shopper.
 - <https://www.youtube.com/watch?v=YQkMoW1SEj0>

Oral and Written Production

- What's on the Rack? – Take clothes off of a rack or out of a shopping bag. Use tags to show size. Review vocabulary for types of clothes, sizes, colors, materials and adjectives. Example: This blouse is small, red, silk and expensive. Learners complete graphic organizer cluster charts for each item. If realia is not possible, use photos.
- Fashion Show – Cards for fashion show descriptions are written in pairs and practiced.
- As male models walk the runway, learners call out or write the colors and clothes they see. <https://www.youtube.com/watch?v=Zi-lxFG2yMU>
- Asking and answering
 - What color is this _____?
 - What size is this _____?
 - What is this _____ made of?
 - How would you describe this _____?
- Each learner has a shopping list of 4 items (make 3-4 versions and distribute randomly). Learners complete the following:
 - I need _____, _____, _____ and _____.
 - I want a (color) __ (item #1) ____.
 - I like __ (item #2) ____ made of _____.

- I can wear a (size) (item #3).
- I want to find a __ (adjective) __ #4.
- Family Likes Chart – Learners complete a graphic organizer Characteristics Chart similar to this:

Family Member	Clothing	Size	Color	Material	Adjective
Mom	Blouse	Small	Blue	Cotton	Cheap
Dad					
Sister					
Brother					

- In pairs, learners share the information from their shopping list descriptions.

Theme 4: How much does it cost?

Warm Up Activities

Entrance tickets/tasks:

- As learners enter, they select one of the articles of clothing from a desk near the door and if they do not know the name of the item in English, teacher provides. Attached to the item is note of a different item. They are then told to “Find Someone Who” is wearing the item printed on their item.
- As a Do Now activity, learners see how much they already know about money using this worksheet:
<http://www.elcivics.com/worksheets/money-worksheet.pdf>
- Have a game from The Price Is Right playing as learners enter. https://www.youtube.com/playlist?list=PLV5gdujpNxB6Ph_GhuMEkWS-JojsbiYw
- Reproduce the Pay the Rent game from The Price Is Right with items from a local store. (Does not have to be same items but prices must be known.) Learners play in Spanish and use colones and then in English using dollars.

Songs:

- Money, Money, Money by ABBA



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- https://www.youtube.com/watch?v=uP0sC_s5EfE
- Clips from Pretty Woman
- <https://www.youtube.com/watch?v=tgZ5zM0e-iU>

Other Activities:

- Set up a store with items from previous lessons and price tags attached. Distribute shopping lists and ask learners to find the items and total the cost.
- Give learners a list of items and ask them to shop online at Amazon.com to discover what the cost of the items are.

Activating Prior Knowledge: Brainstorming

- What causes food to cost more?
- What causes clothes to cost more?
- How does having many people in a family or less people in a family change the cost of things families must buy?
- What does your family use that costs money?

Introducing different text types (visual aids, technology, graphic organizers, etc.)

- Use a cluster graphic organizer to categorize items needed by the family and their costs.
- Use a graphic organizer with Needs/Want/Cost headings as learners search through catalogs, flyers, or online stores.

Oral and Written Comprehension

- Use activities from CyberLab:
 - http://cyberlab.ucr.ac.cr/cyberlab/teachersguides/teachersguide_7th/unit9_7th_guide.pdf
- Use portions of the MEP Profe en Casa video on Acceptance and Refusal of Goods and Services.
 - <https://www.youtube.com/watch?v=MaV2jsOMJUA>
- Use one of the games from The Price Is Right.
 - https://www.youtube.com/playlist?list=PLV5gdujpNx6Ph_GhuMEkWS-JojschiYw
- Use a fun video like How Much Would It Cost to be Batman
 - <https://www.youtube.com/watch?v=3oZ5i9EILM8>

- Use shopping clips from Pretty Woman
 - <https://www.youtube.com/watch?v=tgZ5zM0e-iU>
- Use dialogues from this ESL website (includes audios)
 - <http://www.eslfast.com/robot/topics/shop/shop.htm>
- Use phrases from shopping dialogues found here
 - <http://www.learning-english-online.net/speaking/dialogues/going-shopping/>

Oral and Written Production

- Introduce questions from vocabulary list with a question box. Learners draw a question and read it aloud. Learners can practice using different emotions as they say the question (happy, curious, angry, annoyed, etc.)
- Using a graphic organizer in the shape of a house, put household items that are most expensive on the roof, those that are moderately expensive inside, and those that are cheapest on the front lawn.
- Asking and answering:
 - What bills do you know must be paid?
 - What is the most expensive bill your family has?
 - What is the difference between a credit card and cash?
- Use the resources introduced in Comprehension to create gap fill sentences.
- Learners create a Household Budget list with items and estimated costs.
- Learners write another scene from Pretty Woman where she goes into another store and buys sports clothes in different colors. Scene can be acted out.
- Learners write a dialogue about parents paying the household bills.

Integrated Mini Project Options

- Learners create a Mall Map, naming stores, and writing descriptions of what is sold and price range of items.
- Learners create TV commercials (presented live or taped) for a supermarket (real or imagined).
- Learners make a presentation on the benefits of the mobile app from Target stores using this video as the source of information:
<https://corporate.target.com/about/shopping-experience>



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- Learners present an elaborate version of the Fashion Show previously used in class but this time, the students are in charge. Put them in pairs or small groups and distribute crazy clothes around the room. Roles include models and narrators. The group must design an “outfit” that one member will model, and write the fashion show narration. Have them incorporate previous vocab including age, hometown and characteristics. “Tomás is eleven years old. He is from Monterrey. He is tall and has brown eyes. He is wearing a gold Burger King crown. He is wearing purple socks,” etc. Have the “models” and narrators perform. Play some background music to add to the fashion show ambiance. (Source: JumpStart 2016 curriculum)

Level 7 th		Unit 5		
CEF level to be reached: A1.1				
Scenario: Let’s celebrate Costa Rican Culture!				
Enduring Understanding	Costa Rican holidays include specific celebrations which are representative of the sense of belonging and cultural identity of the country.			
Essential Question	How do we, as Costa Ricans, celebrate holidays as part of Tico cultural identity?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5/6
<p>Assessment: L recognizes vocabulary and important information on basic promotional material. (e.g., date, place and activities, on poster).</p> <p>R.2 recognize vocabulary and important information on basic promotional material. (e.g., date, place and activities, on poster).</p> <p>Assessment: L discriminates straightforward information, words and expressions on Costa Rican culture.</p> <p>R.3. understand straightforward information, words and expressions on Costa Rican culture such as</p>	<p>Assessment: L identifies basic phrases that denote facts about Costa Rican culture.</p> <p>L.1. recognize basic phrases that denote facts about Costa Rican culture. (e.g., I love to celebrate birthdays).</p> <p>Assessment: L recognizes pieces of short information and what is being said about holidays and celebrations.</p> <p>L.2. understand pieces of short information and what is being said about holidays and celebrations, if given slowly and clearly and there are significant pauses.</p> <p>Assessment: L answers</p>	<p>Assessment: L interacts using basic language.</p> <p>SI.3. interact using basic language, provided others are prepared to repeat, rephrase, and speak slowly.</p> <p>Assessment: L talks about celebrations and holidays in Costa Rica briefly.</p> <p>SP.1. talk briefly about celebrations and holidays in Costa Rica.</p>	<p>Assessment: L very simply describes how he/she celebrates holidays and special occasions and inquiries about others.</p> <p>SP.2. very simply describe how he/she celebrates holidays and special occasions and also inquire as to how others celebrate them.</p> <p>Assessment: L writes cards, invitations and simple descriptions of holidays and celebrations.</p> <p>W.2. write cards and invitations for (e.g., birthday parties, anniversary parties, weddings, baby showers, graduations, family reunions) and simple descriptions of holidays and celebrations, checking written sentences to look for mistakes (e.g. subject-verb agreement,</p>	<p>Assessment</p> <p>Anecdotal reports / rubrics / instruments for self and co-assessment</p> <p>Suggested Integrated Mini project</p> <p>Inspirational posters about the meaning of culture</p> <p>Create your own holiday and the</p>

<p>holidays and celebrations. (e.g., We celebrate Labor Day on May 1st).</p> <p>Assessment: L completes gapped sentences using a word list.</p> <p>W.1. complete gapped sentences using a word list of familiar words.</p>	<p>simple questions using individual words, expressions, or short sentences.</p> <p>SI.1. answer simple questions using individual words, expressions, or short sentences.</p> <p>Assessment: L asks for specific information regarding holidays and celebrations.</p> <p>SI.2. ask for specific information regarding holidays and celebrations.</p>		<p>capitalization, spelling, basic punctuation etc.).</p>	<p>cards that will celebrate it</p> <p>Design family celebration calendar indicating birthdays and other celebrations and indicate family preferences</p>
<p>Can Do related to Phonology to be inserted as appropriate each week</p> <p>Assessment: L recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.1. identify English language sounds using knowledge in phonics, syllabification and word parts.</p>				
<p>Theme</p> <p>How my family and I celebrate "Tico" culture</p>	<p>Theme</p> <p>How my community celebrates "Tico" culture</p>	<p>Theme</p> <p>How other Costa Rican communities celebrate "Tico" culture</p>	<p>Theme</p> <p>How Costa Ricans celebrate national "Tico" culture</p>	
<p>Function</p> <p>– Listing family gatherings</p>	<p>Function</p> <p>– Asking and giving information about family gatherings</p>	<p>Function</p> <p>– Telling about community celebrations</p>	<p>Function</p> <p>– Describing national holidays and celebrations in Costa Rica</p>	
<p>Discourse Markers</p> <p>Connecting words: and, but, because</p>	<p>Discourse Markers</p> <p>Connecting words: and, but, because</p>	<p>Discourse Markers</p> <p>Connecting words: and, but, because</p>	<p>Discourse Markers</p> <p>Connecting words: and, but, because</p>	
<p>Grammar & Sentence Frames</p> <p><u>Prepositions of time</u> In/on/at</p> <p>– Costa Rica celebrates</p>	<p>Grammar & Sentence Frames</p> <p><u>WH questions</u></p> <p>– When do you celebrate _____?</p>	<p>Grammar & Sentence Frames</p> <p><u>Past simple of "to be"</u> Last Christmas I was at my grandma's house.</p> <p>–</p>	<p>Grammar & Sentence Frames</p> <p><u>Prepositions of time</u> In/on/at</p> <p>– Costa Rica celebrates Mother's</p>	

<p>Mother's Day on _____.</p> <p>– At Christmas time, I ____.</p>	<p>– What do you do on Mothers' Day?</p> <p>– What do you celebrate in your community?</p>		<p>Day on _____.</p> <p>– At Christmas time, I ____.</p> <p><u>Past simple of "to be"</u></p> <p>– Last Christmas I was at my grandma's house.</p>
<p>Phonology</p> <p>Decoding regularly spelled multisyllabic words and compound words, including the sounds represented by consonant blends, consonant/ vowel diagraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels.</p> <p>– Week, queen, parties, shower, year, etc.</p>	<p>Phonology</p> <p>Decoding regularly spelled multisyllabic words and compound words, including the sounds represented by consonant blends, consonant/ vowel diagraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels.</p> <p>– Week, queen, parties, shower, year, etc.</p>	<p>Phonology</p> <p>Decoding regularly spelled multisyllabic words and compound words, including the sounds represented by consonant blends, consonant/ vowel diagraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels.</p> <p>– Week, queen, parties, shower, year, etc.</p>	<p>Phonology</p> <p>Review</p>
<p>Vocabulary</p> <p><u>How my family and I celebrate "Tico" culture</u></p> <p>Family gatherings</p> <p>– birthday parties, anniversary parties, weddings, baby showers, graduations, family reunions</p>	<p>Vocabulary</p> <p><u>How my community celebrates "Tico" culture</u></p> <p>Community celebrations</p> <p>– Community Day Community traditions, Patron Saint Day</p>	<p>Vocabulary</p> <p><u>How other Costa Rican communities celebrate "Tico" culture</u></p> <p>Costa Rican communities</p> <p>– "<u>Guanacastequeidad</u>" "<u>Week, Virgen del Mar Day</u>, "<u>Diablitos</u>" celebration</p>	<p>Vocabulary</p> <p><u>How Costa Ricans celebrate national "Tico" culture</u></p> <p>Costa Rican National Holidays</p> <p>– New Year's Eve, New Year's Day, Holy Week, Labor Day, Nicoya's Party Annexation Day, The Day of the Virgin of Los Angeles, Mother's Day, Independence Day, Culture Day, Christmas Day</p>
<p>Psycho-social</p> <p>Showing respect for my family celebrations.</p> <p>Respecting my own emotional expressions and sense of belonging</p> <p>Idioms</p>	<p>Psycho-social</p> <p>Strengthen the value of belonging to my family /community.</p>	<p>Sociocultural</p> <p>Respecting other families/ Costa Rican communities' celebrations.</p> <p>Proverbs / Quotes</p> <p>– Before you judge someone, walk a mile in his shoes.</p>	<p>Social Language</p> <p>– a day off</p> <p>Sociocultural</p> <p>– Reinforcing Costa Rica's identity by collaborating and /or participating in the celebrations</p>

- It's the thought that counts.
- Eat, drink and be merry.
- Trim the tree.

Didactic Planning Week 1

Level: 7 th		Unit: 5	
Domain: Socio-Interpersonal and Transactional		Scenario: Let's celebrate Costa Rican Culture!	Theme: How my family and I celebrate my "Tico" culture
Enduring Understanding: Costa Rican holidays include specific celebrations which are representative of the sense of belonging and cultural identity of the country.			
Essential Question: How do we, as Costa Ricans, celebrate holidays as part of Tico cultural identity?			
Learn to Know		Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame <u>Prepositions of time</u> <u>In/on/at</u> - Costa Rica celebrates Mother's Day on _____. - At Christmas time, I _____. Vocabulary Family gatherings - birthday parties, anniversary parties, weddings, baby showers, graduations, family reunions Phonology		Function - Listing family gatherings Discourse Markers - Connecting words: and, but, because	Psychosocial - Showing respect for my family celebrations. - Respecting my own emotional expressions and sense of belonging Idioms - It's the thought that counts. - Eat, drink and be merry. - Trim the tree.

Decoding regularly spelled multisyllabic words and compound words, including the sounds represented by consonant blends, consonant/ vowel diagraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels. – Week, queen, parties, shower, year, etc.			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<p>Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies</p> <p>Learner...</p> <p>R.2 recognizes vocabulary and important information on</p>	<p>R.2 recognize vocabulary and important information on</p>	<p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing</p>	
		<p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Warm up Play "Everyone Who" to introduce how Ls' families celebrate "Tico" culture. Learners sit in circle with speaker standing in the middle. Speaker produces sentence and "everyone who" celebrates in the same way must move to a new seat. New speaker is the one who is left without a seat. Examples: eats tamales at Christmas, eats cake on birthdays, etc. (Option: T can prepare actions in advance and print on strips of paper which are distributed to Ls to say aloud if they become the person in the center.) After playing the game, ask learners to identify some of the most popular activities.</p>	<p>5 min</p> <p>10 min</p>
		<p>Pre-task: reading to write Distribute the holiday announcements (See Resources) to small groups – one per group. In small groups, Ls have 2 min to complete a chart similar to the one below. After two minutes the groups exchange announcements until all 4 have been seen by the Ls.</p>	15 min

basic promotional material. (e.g., date, place and activities, on poster).	basic promotional material. (e.g., date, place and activities, on poster).	<table border="1"> <thead> <tr> <th>Holiday</th><th>When</th><th>Where</th><th>What</th></tr> </thead> <tbody> <tr> <td>Mother's Day</td><td>Before July 31</td><td>Online</td><td>shop</td></tr> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>Task: Making family holiday plans (reading to write)</p> <p>1. Reading for the first time</p> <p>Share the following chart or google for the current year. Ls read and make a check by the three most important holidays to their family.</p>	Holiday	When	Where	What	Mother's Day	Before July 31	Online	shop													30 min
Holiday	When	Where	What																				
Mother's Day	Before July 31	Online	shop																				
R.3. discriminates straightforward information, words and expressions on Costa Rican culture.	R.3. understand straightforward information, words and expressions on Costa Rican culture such as holidays and celebrations. (e.g., We celebrate Labor Day on May 1st).																						

R.1. recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.	R.1. identify English language sounds using knowledge in phonics, syllabification and word parts.	<div><div> List of national public holidays of Costa Rica in 2016</div><table><thead><tr><th>Day</th><th>Date</th><th>Holiday</th></tr></thead><tbody><tr><td>Friday</td><td>January 01</td><td>New Year's Day</td></tr><tr><td>Monday</td><td>March 21</td><td>Holy Week Holiday</td></tr><tr><td>Tuesday</td><td>March 22</td><td>Holy Week Holiday</td></tr><tr><td>Wednesday</td><td>March 23</td><td>Holy Week Holiday</td></tr><tr><td>Thursday</td><td>March 24</td><td>Good Thursday</td></tr><tr><td>Friday</td><td>March 25</td><td>Good Friday</td></tr><tr><td>Monday</td><td>April 11</td><td>Juan Santa Maria Day</td></tr><tr><td>Sunday</td><td>May 01</td><td>Workers or Labor Day</td></tr><tr><td>Monday</td><td>July 25</td><td>Guanacaste Day</td></tr><tr><td>Tuesday</td><td>August 02</td><td>Virgin of Los Angeles Day</td></tr><tr><td>Monday</td><td>August 15</td><td>Mother's Day</td></tr><tr><td>Thursday</td><td>September 15</td><td>Independence Day</td></tr><tr><td>Wednesday</td><td>October 12</td><td>Cultures National Day</td></tr><tr><td>Sunday</td><td>December 25</td><td>Christmas Day</td></tr></tbody></table></div>	Day	Date	Holiday	Friday	January 01	New Year's Day	Monday	March 21	Holy Week Holiday	Tuesday	March 22	Holy Week Holiday	Wednesday	March 23	Holy Week Holiday	Thursday	March 24	Good Thursday	Friday	March 25	Good Friday	Monday	April 11	Juan Santa Maria Day	Sunday	May 01	Workers or Labor Day	Monday	July 25	Guanacaste Day	Tuesday	August 02	Virgin of Los Angeles Day	Monday	August 15	Mother's Day	Thursday	September 15	Independence Day	Wednesday	October 12	Cultures National Day	Sunday	December 25	Christmas Day	60 min
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<div><div>2.</div><div>Pair/Group feedback</div><div>Ls partner and share which holidays are the most important to their family.</div></div>																																																

<p>W.1. completes gapped sentences using a word list.</p>	<p>W.1. complete gapped sentences using a word list of familiar words.</p>	<p>3. Reading for the second time</p> <p>Ls write in the comment section if their families usually (1) eat, (2) give gifts, or (3) travel on the holiday listed.</p> <p>4. Post-reading</p> <p>Recognition/Articulation/Production: Ls work with partners and name three other times of celebration not listed on the chart (birthdays, graduation day, anniversaries, etc.) Pairs also work on saying dates using the diagraph /th/ -- August 15th, September 15th, December 25th etc.</p> <p>Post-task: reading to write</p> <p>1. Pre-reading</p> <p>T lists underlined words in the following on the board and asks Ls to stand if they do not know the word when read aloud or remain seated if they do know the word.</p> <p>Mother's Day is a special <u>holiday</u> for almost all Costa Ricans, because it is a day to show mothers that they are loved and <u>appreciated</u>. Costa Rica <u>celebrates</u> Mother's Day every year on August 15th, which is a national holiday. Most people celebrate by spending time with their mothers. They may cook a meal for them or go out to eat. Many people also give their mothers flowers and gifts, like clothes or jewelry. Not everyone can buy <u>expensive gifts</u> for Mother's Day, but anyone can give their mother a <u>hug</u> or say thank you. In the end, <u>it's the thought that counts</u>.</p> <p>2. Reading for the first time</p> <p>Ls read the paragraph and underline words they do not know.</p> <p>3. Pair/Group feedback</p> <p>Ls compare unknown words and help each other with definitions. If they do not know,</p>	
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		<p>they look up the definition using their phone or dictionary.</p> <p>4. Reading for the second time Ls identify ways that children can show their mothers that they are loved and appreciated.</p> <p>5. Post-reading Ls complete the following gapped sentences:</p> <p>Costa Rica celebrates Mother's Day on _____.</p> <p>_____, _____, and _____ are good gifts.</p> <p>My (name of family member)'s favorite holiday is _____.</p> <p>My (name of family member)'s favorite holiday is _____.</p> <p>My (name of family member)'s favorite holiday is _____.</p> <p>My family likes to _____ on holidays.</p>	
Options	Integrated Mini-Project		Time
<ul style="list-style-type: none"> – Inspirational posters about the meaning of culture – Create your own holiday and the cards that will celebrate it – Design family celebration calendar indicating birthdays and other celebrations and indicate family preferences 	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week's lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p> <p>Acting out: Practicing the mini-project in pairs or groups.</p> <p>For the week of presentation, learners focus on:</p> <p>Responding and sharing: Delivering and participating in peer assessment of mini-project.</p>		<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>

Reflective Teaching			
What worked well	What didn't work well	How to improve	
Enduring Understanding Reflection			
How well did the learners progress in their understanding of the Enduring Understanding?			
Week Plan Self-Assessment			
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)			
Learner Self-Assessment			
I can...	Yes	No	In progress
Read and recognize vocabulary on basic promotional material.			
Read and discriminate information on Costa Rican culture.			
Complete gapped sentences using word list.			
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
Show how I have worked with others this week.			

Didactic Planning Week 2

Level: 7 th		Unit: 5
Domain: Socio-Interpersonal and Transactional	Scenario: Let's celebrate Costa Rican Culture!	Theme: How my community celebrates "Tico" culture
Enduring Understanding: Costa Rican holidays include specific celebrations which are representative of the sense of belonging and cultural identity of the country.		
Essential Question: How do we, as Costa Ricans, celebrate holidays as part of Tico cultural identity?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame WH questions – When do you celebrate ____? – What do you do on Mothers' Day? – What do you celebrate in your community? Vocabulary Community celebrations – Community Day Community traditions, Patron Saint Day Phonology Decoding regularly spelled multisyllabic words and compound words, including the sounds represented by consonant blends, consonant/ vowel diagraphs	Function – Asking and giving information about family gatherings Discourse Markers – Connecting words: and, but, because	Psychosocial – Strengthen the value of belonging to my family /community.

(e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels. – Week, queen, parties, shower, year, etc.													
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)										
<p>Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies</p> <p>Learner...</p> <p>L.1. identifies basic phrases that denote facts about Costa Rican culture.</p>		<p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing</p>											
		<p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Warm up Write the phrase <i>Eat, drink and be merry</i> on the board, making each section of the phrase its own column like below:</p> <table><tr><th>Eat</th><th>Drink</th><th>Be Merry</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <p>Divide the Ls into teams and give each team its own color marker. Explain that when you say go, the first person on each team must rush to the board and write either items you eat during celebrations, items you drink or things you do to have fun (play soccer, decorate a tree, etc.). Each person will have 10 seconds and then must go back to their team and hand off the marker. The winner will be the one with the most items listed in their color. However, all items must be correct. If something is written that is not a merry-making activity, that item will be removed from scoring.</p>	Eat	Drink	Be Merry								
Eat	Drink	Be Merry											

<p>R.1. recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>L.2. recognizes pieces of short information and what is being said about holidays and celebrations.</p>	<p>about Costa Rican culture. (e.g., I love to celebrate birthdays).</p> <p>R.1. identify English language sounds using knowledge in phonics, syllabification and word parts</p> <p>L.2. understand pieces of short information and what is being said about holidays and celebrations, if given slowly and clearly and there are significant pauses.</p>	<p>Pre-task</p> <ul style="list-style-type: none"> ✓ Using the information gathered in the warm up activity, Ls will brainstorm a list of ways Costa Ricans celebrate holidays. ✓ Recognition/Articulation/Production: Write the following words on the board and first (without saying aloud) ask what the words have in common in the way they are pronounced. If no one can pronounce all the words, T can pronounce and then ask the question again. The answer is the diphthong vowel sound: <p><i>decorate – celebrate – table – taste – nation – nature – play – day – pray</i></p> <p>Task: Let's talk about celebrating! (listening to speak)</p> <p>1. Listen for the first time</p> <p>Two students who have previously rehearsed will present the following dialogue. Ls will be told to listen for exactly what happens at the festival.</p> <p>Juan: What's going on this weekend? Juana: Don't you know? The town festival starts on Friday! Juan: Really? Where is it? Juana: It's in the plaza in front of the church. Juan: What happens during the festival? Juana: There's dancing, bull riding, and on the last night there's a concert. Juan: Wow! Who is playing in the concert this year? Juana: Los Ajenos! You have to come!</p> <p>2. Pair/Group feedback</p> <p>Partners will check to see if both heard dancing, bull riding and a concert.</p> <p>3. Listening for the second time</p>	<p>15 min</p> <p>40 min</p>
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<p>SI.1. answers simple questions using individual words, expressions, or short sentences.</p> <p>SI.2. asks for specific information regarding holidays and celebrations.</p>	<p>SI.1. answer simple questions using individual words, expressions, or short sentences.</p> <p>SI.2. ask for specific information regarding holidays and celebrations.</p>	<p>Partners will be told to discover the answers to</p> <p>What is happening?</p> <p>When is it happening?</p> <p>Where is it happening?</p> <p>Who will be performing?</p> <p>4. Post-listening</p> <p>Partners will check answers and then in pairs, practice doing the dialogue as it is projected (or distributed on paper).</p> <p>Post-task (speaking)</p> <p>✓ Write “It’s the thought the counts” on the board. Then create four teams. Teams must come up with 5-10 questions to ask as they play What am I Thinking? To play the game, Ls take turns answering Wh questions from class (like the game 20 Questions) on a gift they might give his/her mother for Mother’s Day. Limiting the number of questions to 10 allows more Ls to participate. Sample questions:</p> <ul style="list-style-type: none"> ▪ What size is it? ▪ Where do you buy it? ▪ When do you use it? 	40 min
Options	Integrated Mini-Project		Time
<ul style="list-style-type: none"> – Inspirational posters about the meaning of culture – Create your own holiday and the cards that will celebrate it – Design family celebration 	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the</p>		<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group</p>

calendar indicating birthdays and other celebrations and indicate family preferences	<p>work strategies, resources and the mini-project. After each week's lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p> <p>Acting out: Practicing the mini-project in pairs or groups.</p> <p>For the week of presentation, learners focus on:</p> <p>Responding and sharing: Delivering and participating in peer assessment of mini-project.</p>	presentations can be week 5 or 6.																								
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<table border="1"> <thead> <tr> <th colspan="4"><i>Learner Self-Assessment</i></th> </tr> <tr> <th><i>I can...</i></th> <th>Yes</th> <th>No</th> <th><i>In progress</i></th> </tr> </thead> <tbody> <tr> <td>Listen and recognize facts about Costa Rican culture.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Listen and recognize pieces of short information about holidays and celebrations.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Ask and answer questions about holidays and celebrations.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Identify, pronounce, and indicate the meaning of all the</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			<i>Learner Self-Assessment</i>				<i>I can...</i>	Yes	No	<i>In progress</i>	Listen and recognize facts about Costa Rican culture.				Listen and recognize pieces of short information about holidays and celebrations.				Ask and answer questions about holidays and celebrations.				Identify, pronounce, and indicate the meaning of all the			
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	vocabulary (including social language) for the week.				
	Show how I have worked with others this week.				

Didactic Planning Week 3

Level: 7 th		Unit: 5
Domain: Socio-Interpersonal and Transactional	Scenario: Let's celebrate Costa Rican Culture!	Theme: How other Cost Rican communities celebrate "Tico" culture
Enduring Understanding: Costa Rican holidays include specific celebrations which are representative of the sense of belonging and cultural identity of the country. Essential Question: How do we, as Costa Ricans, celebrate holidays as part of Tico cultural identity?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame Past simple of "to be" – Last Christmas I was at my grandma's house. Vocabulary Costa Rican communities – "Guanacastequeidad" Week, Virgen del Mar Day, "Diablitos" celebration Phonology Decoding regularly spelled multisyllabic words and compound words, including the sounds represented by consonant blends, consonant/ vowel diagraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels. – Week, queen, parties, shower, year, etc.	Function – Telling about community celebrations Discourse Markers – Connecting words: and, but, because	Sociocultural – Respecting other families/ Costa Rican communities' celebrations. Proverbs / Quotes – Before you judge someone, walk a mile in his shoes.

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<p>Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies.</p> <p>Learner...</p> <p>R.1.identifies and manipulates English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>(Previously used) L.2. recognizes pieces of short information and what is being said</p>	<p>R.1.identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>L.2. understand pieces of short information and what is being said about holidays and celebrations, if</p>	<p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing</p> <p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Warm up</p> <p>Recognition/Articulation/Production: T reads the following rhyme that is written on the board. Ls listen two times then volunteers step forward and mark the words with the common sounds (underlined below but should not be underlined on board). These are diphthongs. Encourage partners to repeat the rhyme to each other with one saying it and then the other until T calls time. Allow 2-3 minutes.</p> <p>Let me tell you <u>how</u> to get a <u>crowd</u> to come to <u>town</u>. I have no <u>doubt</u> that a <u>loud shout</u> is not the way to do it. No, I have <u>found</u> that all <u>around</u> all you need is to <u>announce</u> A festival and then stand back and watch as everyone comes to it.</p>	5 min
		<p>Pre-task: listening to speak</p> <p>1. Pre-listening T shows a map of Costa Rica and points out where the Brunca live.</p> <p>2. Listening for the first time T reads the following short text asking Ls to listen for unique actions during the festival.</p> <p>Adapted from the Tico Times: <i>Dancing Devils</i></p>	10 min
			50 min

<p>about holidays and celebrations.</p>	<p>given slowly and clearly and there are significant pauses.</p>	<p><i>Lindsay Fendt, January 5, 2015</i></p> <p>At the end of every year, the Brunca people celebrate the <i>Juego de los Diablitos</i>, or Little Devils' Game. This Festival represents the Brunca's resistance to the Spanish conquest. Brunca men, dressed as devils, fight against a man in a bull costume, which represents the Spanish conquerors.</p> <p>The festival begins at midnight on December 30th, when the devils come into the village to dance. They wear banana leaf skirts and hand-carved masks that show animals with devil horns. After the first night, there are three days of fighting. The devils move from house to house, dancing and sharing traditional corn beer known as chicha. Then the devils begin fighting the bull. The fights are often violent.</p> <p>On January 2nd, after three days of fighting, the devils and the bull stop in the center of the village, where the bull kills all of the devils and runs to the mountains. But, the story doesn't end there. The devils wake up, go to look for the bull, and burn the bull costume. Burning the bull costume shows the strength of the Brunca people and their culture against Spanish conquerors.</p> <p>3. Pair/Group feedback Pairs create list of actions.</p> <p>4. Listening for the second time T points out that the story was written in 2015 – in the past. Ls must answer the following as they listen a second time. Ts may choose to emphasize the use of discourse markers, simple past of was, prepositions of location, or a combination depending on Ls' needs. <i>What happened?</i> (Examples: There was a festival.)</p> <p><i>Why did it happen?</i> (There was a festival to show the strength of the Brunca people.)</p>
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<p>(Previously used) SI.3. interacts using basic language.</p>	<p>SI.3. interact using basic language, provided others are prepared to repeat, rephrase, and speak slowly.</p>	<p><i>When did it happen?</i> (At the end of the year there was a festival to show the strength of the Brunca people.)</p> <p><i>Where did it happen?</i> (At the end of the year there was a festival to show the strength of the Brunca people in the Brunca village.)</p> <p><i>In the end, who won?</i> (At the end of the year there was a festival to show the strength of the Brunca people in the Brunca village and the Brunca won.)</p> <p>5. Post-listening Ls ask and answer the questions in pairs.</p>	<p>40 min</p>
<p>SP.1. talks about celebrations and holidays in Costa Rica briefly.</p>	<p>SP.1. talk briefly about celebrations and holidays in Costa Rica.</p>	<p>Task: Presenting Costa Rican culture (interacting to speak)</p> <p>1. Planning Referring to a map of Costa Rica with local holidays posted in the correct area, small groups of Ls brainstorm what they know about these celebrations and/or areas of the country.</p> <p>2. Organizing Ls organize by using questions they can answer or easily find the answers to— What is the celebration? Where is it? When is it? Each member of the group takes a role in making the presentation.</p> <p>3. Rehearsing Ls assist one another by correcting.</p> <p>4. Using Ls present and if possible, T or other Ls video the presentation for small groups to review.</p>	<p>15 min</p>

		Post-task ✓ And/But/Because Storytelling – Ls sit in circle and one L begins with a sentence such as Last year I celebrated Christmas in _____. Next L must use “but,” “and” or “because” and add another sentence to the story. Every L takes a turn using one of the discourse markers.	
Options	Integrated Mini-Project		Time
<ul style="list-style-type: none">– Inspirational posters about the meaning of culture– Create your own holiday and the cards that will celebrate it– Design family celebration calendar indicating birthdays and other celebrations and indicate family preferences	Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation. For the first and second weeks , learners focus on: Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week’s lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project. Thinking: planning creating and outlining collaboratively the language content and strategies. For the third and fourth weeks , learners focus on: Acting out: Practicing the mini-project in pairs or groups. For the week of presentation , learners focus on: Responding and sharing: Delivering and participating in peer assessment of mini-project.		Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.
Reflective Teaching			

What worked well	What didn't work well	How to improve																												
Enduring Understanding Reflection How well did the learners progress in their understanding of the Enduring Understanding?																														
Week Plan Self-Assessment																														
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)																														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9ead3;"> <th colspan="4">Learner Self-Assessment</th></tr> <tr style="background-color: #d9ead3;"> <th><i>I can...</i></th><th>Yes</th><th>No</th><th><i>In progress</i></th></tr> </thead> <tbody> <tr> <td>Listen and recognize pieces of short information about holidays and celebrations.</td><td></td><td></td><td></td></tr> <tr> <td>Interact using basic language.</td><td></td><td></td><td></td></tr> <tr> <td>Talk briefly in a presentation about celebrations and holidays in Costa Rica.</td><td></td><td></td><td></td></tr> <tr> <td>Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.</td><td></td><td></td><td></td></tr> <tr> <td>Show how I have worked with others this week.</td><td></td><td></td><td></td></tr> </tbody> </table>			Learner Self-Assessment				<i>I can...</i>	Yes	No	<i>In progress</i>	Listen and recognize pieces of short information about holidays and celebrations.				Interact using basic language.				Talk briefly in a presentation about celebrations and holidays in Costa Rica.				Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.				Show how I have worked with others this week.			
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Didactic Planning Week 4

Level: 7 th		Unit: 5
Domain: Socio-Interpersonal and Transactional	Scenario: Let's celebrate Costa Rican Culture!	Theme: How Costa Rica celebrates national "Tico" culture
Enduring Understanding: Costa Rican holidays include specific celebrations which are representative of the sense of belonging and cultural identity of the country.		
Essential Question: How do we, as Costa Ricans, celebrate holidays as part of Tico cultural identity?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame Prepositions of time In/on/at – Costa Rica celebrates Mother's Day on _____. – At Christmas time, I _____. Past simple of "to be" – Last Christmas I was at my grandma's house. Vocabulary Costa Rican National Holidays – New Year's Eve, New Year's Day, Holy Week, Labor Day, Nicoya's Party Annexation	Function – Describing national holidays and celebrations in Costa Rica Discourse Markers – Connecting words: and, but, because	Social Language – a day off Sociocultural – Reinforcing Costa Rica's identity by collaborating and /or participating in the celebrations

Day, The Day of the Virgin of Los Angeles, Mother's Day, Independence Day, Culture Day, Christmas Day			
Phonology Decoding regularly spelled multisyllabic words and compound words, including the sounds represented by consonant blends, consonant/ vowel diagraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels. – Week, queen, parties, shower, year, etc.			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<p>Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies</p> <p>Learner...</p>		Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing	
		Pre-teaching Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc. Warm up Learners listen to Costa Rica National Anthem, watch video and read English subtitles https://www.youtube.com/watch?v=5Uk1uKnc26o . At the conclusion, Ls share one word they learned by watching video. Then Ls complete the following sentence: <i>Last Independence Day I was at _____</i> .	5 min 15 min
		Pre-task: reading to speak ✓ Ls review the list of national public holidays and add other holidays to the list as	20 min

they brainstorm. All holidays are then written on strips of paper and Ls play a game of Pictionary as they select one of the strips and then try to get their team to guess the holiday they are drawing.

 **List of national public holidays of Costa Rica in 2016**

Day	Date	Holiday
Friday	January 01	New Year's Day
Monday	March 21	Holy Week Holiday
Tuesday	March 22	Holy Week Holiday
Wednesday	March 23	Holy Week Holiday
Thursday	March 24	Good Thursday
Friday	March 25	Good Friday
Monday	April 11	Juan Santa Maria Day
Sunday	May 01	Workers or Labor Day
Monday	July 25	Guanacaste Day
Tuesday	August 02	Virgin of Los Angeles Day
Monday	August 15	Mother's Day
Thursday	September 15	Independence Day
Wednesday	October 12	Cultures National Day
Sunday	December 25	Christmas Day

SP.2. very simply
describes how

SP.2. very simply
describe

Task: Small talk at a party (interacting to speak)

<p>he/she celebrates holidays and special occasions and inquiries about others.</p> <p>W.2. writes cards, invitations and simple descriptions of holidays and celebrations. mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p>	<p>how he/she celebrates holidays and special occasions and also inquire as to how others celebrate them.</p> <p>W.2. write cards and invitations for (e.g., birthday parties, anniversary parties, weddings, baby showers, graduations, family reunions) and simple descriptions of holidays and celebrations, checking written sentences to look for subject-verb agreement, capitalization, spelling, basic</p>	<p>1. Planning</p> <p>In pairs, Ls plan to present a dialogue between two people at a party who are talking about what they did during a recent holiday. Ls are to use 2-3 Wh questions and past simple of "to be."</p> <p>2. Organizing</p> <p>Ls determine who will play which role in the dialogue.</p> <p>3. Rehearsing</p> <p>Ls practice their presentation.</p> <p>4. Using</p> <p>Ls present their dialogues.</p> <p>Post-task: speaking to write</p> <p>1. Pre-writing</p> <p>Ls refer to vocabulary list and list they brainstormed regarding holidays. They then determine which holiday will be the focus of their invitation.</p> <p>2. Drafting</p> <p>Ls prepare to answer</p> <p>What:</p> <p>Who:</p> <p>When:</p> <p>Where:</p>	<p>40 min</p> <p>40 min</p>
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R.1. identifies and manipulates English language sounds using knowledge in phonics, syllabification and word parts.	punctuation R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.	<p>Why:</p> <p>in an invitation to a party celebrating the holiday they chose. They create simple art and provide simple phrases after the colons.</p> <p>3. Revising</p> <p>In pairs, Ls check their work and revise as needed.</p> <p>4. Editing</p> <p>Ls submit final invitations to T.</p> <p>✓ Exit Ticket</p> <p>Recognition/Articulation/Production: T explains that another diphthong is heard in words such as rely, reply, apply, deny. As Ls leave the room and give the T the invitation, they should say, Please reply.</p>	
Options	Integrated Mini-Project		Time
<ul style="list-style-type: none"> – Inspirational posters about the meaning of culture – Create your own holiday and the cards that will celebrate it – Design family celebration calendar indicating birthdays and other celebrations and indicate family preferences 	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week's lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p> <p>Acting out: Practicing the mini-project in pairs or groups.</p>		<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>

		For the week of presentation , learners focus on: Responding and sharing: Delivering and participating in peer assessment of mini-project.		
Reflective Teaching				
What worked well	What didn't work well		How to improve	
Enduring Understanding Reflection				
How well did the learners progress in their understanding of the Enduring Understanding?				
Week Plan Self-Assessment				
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)				
Learner Self-Assessment				
I can...	Yes	No	In progress	
Describe, in a presentation, how I celebrate holidays and special occasions, also inquiring how others celebrate.				
Write cards and invitations, checking for subject-verb agreement, capitalization, spelling and basic punctuation.				
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.				
Show how I have worked with others this week.				

**Didactic Planning
Weeks 5 and 6
Review and Integrated Mini-Project**

Level: 7 th		Unit 5: Let's celebrate Costa Rican Culture!
Enduring Understanding: Costa Rican holidays include specific celebrations which are representative of the sense of belonging and cultural identity of the country. Essential Question: How do we, as Costa Ricans, celebrate holidays as part of Tico cultural identity?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame <input type="checkbox"/> Did Ls use all sentence frames? Vocabulary <input type="checkbox"/> Did Ls say aloud and write all vocabulary? Phonology <input type="checkbox"/> Did Ls recognize, articulate and produce phonological sounds?	Function <input type="checkbox"/> Did Ls use all functions? Discourse Markers <input type="checkbox"/> Did Ls practice connecting words: and, but, because?	Psychosocial Did Ls show evidence of ... <input type="checkbox"/> Being aware and committed to protecting the environment <input type="checkbox"/> Appreciating natural wonders Sociocultural <input type="checkbox"/> Did Ls practice idioms and quotes?

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<input type="checkbox"/> Did Ls achieve all learning outcomes?	<input type="checkbox"/> Can Ls do all tasks?	Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans.	All of week 5 or 6
Options		Integrated Mini-Project	Time
<ul style="list-style-type: none">– Inspirational posters about the meaning of culture– Create your own holiday and the cards that will celebrate it– Design family celebration calendar indicating birthdays and other celebrations and indicate family preferences		<p>By allowing time for the Mini-Project each week for participating, thinking, and acting out, learners should now have a chosen project and determined content and strategies. In the presentation week Ls focus on:</p> <p>Responding and sharing: Participating in individual and peer assessment of mini-project.</p> <p>Teachers monitor</p> <ul style="list-style-type: none"><input type="checkbox"/> Did Ls use English during all aspects of Integrated Mini-Project?<input type="checkbox"/> How did project presentations reflect understanding and/or mastery of Can Do statements?<input type="checkbox"/> Did Ls put into practice the focus of Learning to Be and Live in Community?<input type="checkbox"/> Did the Integrated Mini-Project provide answers to the Essential Question?	All of week 5 or 6 of unit

7th Grade – Resources for Lesson Plans



Celebrate the New Year! noon – 4 p.m. January 1
at the City Park

Bring your family's favorite food and share with your friends!

It's time to shop
Order before July



Do you always get your Mom a card for Mother's Day?
early online.

31 and get free shipping.



Attention

Meet Monday for details on your class trip.

Graduates!



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See you in the cafeteria at 3 p.m.



Order your Christmas tamales today!
Call 1234-5678 for prices.
Must order by December 15th!

7th Grade – Short texts and Dialogues
Unit 5: Let's Celebrate Costa Rican Culture!

Theme 1. How my family and I celebrate “Tico” culture

DIALOGUE: Christmas

Erica: Finally! The last day of school! I’m so excited for vacation.

Erik: Me too! We only have two more weeks until Christmas.

Erica: I know! I can’t wait to go to the beach and see my cousins. What do you do at Christmas time?

Erik: My family always makes tamales and decorates the Christmas tree together.

Erica: We do too. I always eat so many tamales in December.

Erik: I think we all do. Have a good vacation with your cousins!

Theme 2. How my community celebrates “Tico” culture

TEXT: Lantern Parade

Adapted from the Tico Times: *Celebrating Independence Day: Why the Lantern Parade?*

Fabiola Pomareda, September 14, 2014

Each year on the evening of September 14th, Costa Rican children fill the streets with lights. They are carrying faroles, or handmade lanterns. Traditionally, faroles were simple, made of red and white paper with a candle inside. Today, they come in all shapes and sizes. You can find elaborate “casitas típicas” (typical homes), large oxcarts, and even soccer balls.

But why do we do this? The story starts in 1821, with a Guatemalan woman named María Dolores Bedoya. At the time, Central America was fighting for its independence. On the night of September 14, Bedoya went out into the plaza. She called to the people of her town to meet in the plaza to show their support for independence.

The people came to the plaza with lanterns, and waited all night for news of Central America’s independence. Finally, on September 15, independence was declared. The Guatemalans shouted, “¡Viva la patria! ¡Viva la libertad!” Since then, lanterns have become a symbol of Central American independence, and can be seen in towns throughout Costa Rica every year on the night before Independence Day.

Theme 3. How other Costa Rican communities celebrate “Tico” culture

DIALOGUE: Day of the Virgin of the Sea

Gerarda: Why were there so many people in Puntarenas yesterday?

Gerardo: It was the Day of Virgin of the Sea.

Gerarda: What’s that? What were they doing?

Gerardo: Every year they carry a statue of the Virgin of Monte Carmelo out to the sea on fishing boats. There are always a lot of people who come to watch.

Gerarda: Cool! I want to go watch next year!

Theme 4. How Costa Ricans celebrate national “Tico” culture

TEXT: Day of the Virgin of Los Angeles

Adapted from the Tico Times: *Thousands walk to Cartago to visit ‘La Negrita’*

Lindsay Fendt, August 2, 2016

Every year, two million people from across Central America leave their homes and walk to the Basilica of Our Lady of Los Angeles in Cartago, to pay their respects to Costa Rica’s patron saint, the Virgin of Los Angeles.

The tradition is based on the legend of La Negrita. In the legend, an indigenous woman discovers a small statue in the forest of a woman with a baby. The woman takes the statue to her home, but something unusual happens. The next day, the statue is gone. The indigenous woman finds the statue again in the forest, in the same spot as before. Again, she takes it to her home. But the next day, it is gone again. The woman tells the town’s priest, and he says that it is a message from the Virgin Mary. The priest says villagers should build a church on the spot where the statue appeared.

The Basilica in Cartago was built on that same spot. Every year Catholics walk “La Romería de la Virgen de los Ángeles” to Cartago. They come to see the statue of “La Negrita” and ask for blessings, favors or forgiveness.

7th Grade – Phonology

Theme How my family and I celebrate “Tico” culture	Theme How my community celebrates “Tico” culture	Theme How other Costa Rican communities celebrate “Tico” culture	Theme How Costa Ricans celebrate national “Tico” culture
Phonology Decoding regularly spelled multisyllabic words and compound words, including the sounds represented by consonant blends, consonant/ vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels. - Week, queen, parties, shower, year, etc.	Phonology Decoding regularly spelled multisyllabic words and compound words, including the sounds represented by consonant blends, consonant/ vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels. - Week, queen, parties, shower, year, etc.	Phonology Decoding regularly spelled multisyllabic words and compound words, including the sounds represented by consonant blends, consonant/ vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels. - Week, queen, parties, shower, year, etc.	Phonology Review
Digraph and Diphthong Explanations Explain the concept of digraphs and diphthongs to your students and have them see examples in context. Having them understand the make up of these combinations is crucial for the exercises to come.	Listening for Vowels As a review for diphthongs have your students practice their listening skills and once again isolate the combinations that were discussed in the previous week.	Listening for Constant Combinations As a review for digraphs have your students repeat the activity from before but focus on the consonant combinations this time.	Digraph and Diphthong Review Using audio have students isolate the sounds and combinations that were reviewed earlier in the unit. Before only single word examples were used now full sentences should be manageable after having practiced both vowel and consonant combinations separately.

Blended Consonants, digraphs, and diphthongs

Phonology:

Decoding regularly spelled multisyllabic words and compound words, including the sounds represented by consonant blends, consonant/ vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels.

Week, queen, parties, shower, year, etc.

Model Exercises: The clear difference is that digraphs are letters and diphthongs are sounds

Digraph: A Digraph is two letters that spell one sound.

Digraphs that spell consonant sounds include the letter pairs sh, ch, th, wh, ck, ph, ng.

Digraphs that spell vowel sounds include the letter pairs ai, ay, ee, ea, ie, ei, oo, ou. ow, oe, oo, ue, ey, ay, oy, oi, au, aw.

Diphthongs: A diphthong is one vowel sound formed by the combination of two vowel sounds.

A diphthong begins as one vowel sound and moves toward another, such as the vowel sounds in coin or loud. Diphthongs can be contrasted with two monophthong vowel sounds together that form two syllables, such as in chaos, triage, or violin.

Diphthongs

[ei], [ai], [au], [oi], [ou]

ray – ride – how – boy – no;

The sound [ei] as in RAY

rate – late – Kate – fate – race – base – place – same – name – take – ache – lake – rage – age – wage – save – cave – wave;



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dictate – educate – decorate – celebrate – concentrate – investigate;
cable – table – able – cradle – range – change – strange – taste – waste;
baby – bacon – paper – April – danger – angel – stranger – basis – lazy – crazy;
patient – racial – nation – nature – fatal – patriot – radio – vacant;
ray – gray – play – lay – day – may – say – way – pray – stay – stray – delay;
hey – prey – they – convey – obey;
rain – main – aim – brain – drain – train – stain – remain – explain – complain;
fail – mail – sail – rail – raise – raid – afraid – wait – straight – faint – paint;
weight – weigh – eight – vein – neighbor;
break – great – steak;
betrayal – portrayal – layer – player – conveyor – surveyor;
saying – staying – playing – laying – praying – delaying – conveying – obeying – archaic.

The sound [ai] as in RIDE

ride – nice – ice – life – file – smile – line – fine – quite – rise – wise – prize – hi;
polite – combine – arrive – surprise – despise – organize – modernize;

private – library – final – minus – crisis – climate – bicycle – horizon – item – Ida;

idea – ideal – identity – identical – biology;

find – kind – mind – blind – child – mild – wild – climb – rifle – trifle – title – idle;

high – sigh – sign – right – fight – night – light – sight – height;

lie – die – tie – dye – rye – bye – eye – buy – guy – alibi;

cry – dry – fry – try – by – my – sky – style – type – hype;

nylon – cycle – cyber – hybrid – dynamite – dynamic – hyperactive;

rely – reply – apply – deny – satisfy – modify – signify – analyze – paralyze;

buying – lying – flying – frying – trying – drying – crying – dying – denying – replying;

diet – client – quiet – riot – giant – lion – violet – dial – diary – diagram – denial – trial – science – society – pioneer;

buyer – flyer – dryer – higher – iron – liar – prior;

fire – hire – dire – wire – tire – tired – entire – aspire – expire – desire – require – acquire – empire.

The sound [au] as in HOW

how – cow – now – allow – owl – brown – down – town – clown – drown – crown – crowd – powder – browse – browser;



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loud – proud – cloud – out – shout – about – doubt – foul – noun – house – mouse – mouth – south – couch;

found – ground – around – pound – sound – count – amount – mountain – announce – bounce;

allowing – plowing / ploughing;

towel – bowel – Powell;

power – tower – flower – shower – coward – Howard;

hour – our – sour – flour.

The sound [oi] as in BOY

noise – voice – avoid – poison – join – coin – point – boil – foil – oil – spoil – toil – exploit;

joy – toy – boy – annoy – employ – destroy;

toying – employing – destroying – annoying;

loyal – royal – voyage – annoyance – oyster – destroyer – employer.

The sound [ou] as in NO

role – bone – phone – stone – close – note – notice – lonely – home – hope – open – ocean – remote – suppose;

go – ago – no – so – toe – hero – zero – veto – ego – echo – radio – studio – Mexico – potato – tomato – logo – motto;

solar – polar – modal – total – motor – moment – bonus – focus – vogue – social – soldier – coworker;



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cold – gold – hold – old – bold – sold – told – roll – poll – control – bolt – colt – folk – yolk – comb – don't – won't;

most – post – host – hostess – ghost – both;

road – load – boat – coat – oat – oak – soak – goal – coal – coach – approach – roast – toast – boast – coast;

soul – shoulder – though – although – dough;

OK – obey – omit – hotel – motel;

low – know – mow – snow – show – tow – owe – own – bowl – blow – blown – grow – grown – growth – throw – thrown;

follow – borrow – narrow – sparrow – window – yellow;

knowing – going – growing – throwing – showing – sewing – towing – blowing – owing – flowing;

following – borrowing – narrowing – zeroing – echoing;

heroic – stoical – poet – poetry;

lower – slower – mower – borrower – follower – widower.

7th Grade – Optional Activities

Unit 5: Let's Celebrate Costa Rican Culture!

Theme 1: How my family and I celebrate “Tico” culture

Warm Up Activities

Entrance tickets/tasks:

- Print out large Saprissa and Liga pictures, and have each learner stands by the picture with which they affiliate themselves. Pair up learners, each pair consisting of a Saprissa fan and a Liga fan (if possible) and have each learner produce a sentence about why they like their respective team and how, or why, soccer affiliation is important to family identity. Learners may share answers with the class.
http://www.fulhamfc.com/first-team/2013_2014/friendly/deportivo-saprissa
http://www.fulhamfc.com/first-team/2013_2014/friendly/ld-alajuelense
- “My Costa Rican Family...” Hang up a variety of pictures around the class that depict traditional scenes of Costa Rican families, region specific, if possible. Learners stand by the pictures that remind them most of their family and/or upbringing. As the teacher goes around the room passing by each picture, learners produce a sentence about why the picture spoke to them and reminded them of their family and/or upbringing. If learners do not find a picture that speaks to them, learners must produce a sentence about what sets their family apart.

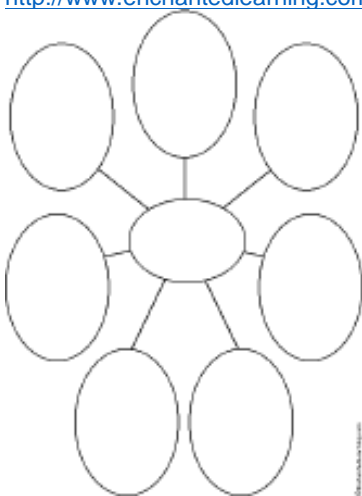
Activating Prior Knowledge -- Brainstorming

- Brainstorm a list of common characteristics of “Tico” families and how “Ticos” carry their Costa Rican identity in everything they do.
- Ask each learner to produce the second half of a sentence that starts with “My family is Costa Rican and/because/but _____.” If there is a large immigrant population and much of the class does not identify with a Costa Rican background the sentence could be adapted to say, “I live in Costa Rica and/because/but _____.” Learners share their sentences with the class.

- Adapt Essential Question: How does our family's identity shape our Costa Rican identity? How does our Costa Rican identity impact our family's identity?

Introducing different text types (visual aids, technology, graphic organizers, etc.)

- Use a circle diagram to explore the elements of a "Tico" family
- Use a circle diagram to explore the elements of "Tico" family celebrations
<https://www.worksheetworks.com/miscellanea/graphic-organizers/cycle.html>
<http://www.enchantedlearning.com/graphicorganizers/star/bigovals7/>



Oral and Written Comprehension

Planning

for

Oral

Comprehension

(pre-listening; listening; identifying; telling the main idea; differentiating; recognizing vocabulary, sounds, key words, main ideas, specific details)

- Use the video from MEP Educ@tico on families celebrating together as they watch the World Cup --
<http://www.mep.go.cr/educatico/family-members>
- Pair off learners and have each pair record a short dialogue about how learners differently celebrate their “Tico” identities and create focus questions for their dialogue. For example, what did the participants in the dialogue discuss? What was the important message relayed? How did the participants differently, or similarly, celebrate being Costa Rican? Pairs then discuss their dialogues with the pair with which they switched to clear up any misunderstandings or contested answers, while also sharing the differences and similarities between the two pairs’ dialogues. Learners then come back together and the teacher facilitates a discussion about the dialogues.
 (Sample questions can be found here: <http://www.englishwithjo.com/english-conversation-festivals-celebrations/>)
 - What were common themes in the dialogues?
 - Were there common things or activities that stood out to learners?
 - Did certain people or pairs have different ways of celebrating the same thing?
 - Do learners and their families interpret their “Tico” values or identity differently?
- Learners write a few sentences about how their families celebrate “Tico” culture and their Costa Rican identity. Learners then switch with a partner and read the other person’s sentences and draw a picture visually illustrating the first learner’s brief paragraph. Learners then present their drawings to the class using the *third person* to share their partner’s thoughts and ideas about how they celebrate their Costa Rican identity. Learners may *not* bring the original writing with them when they present; they must use only the picture they drew as a visual aid.
- Group discussion: what is most important to the identity of a “Tico” and their family? What are learners’ families’ most important cultural identities? Use a graphic organizer to identify values and cultural attributes and how often they appear; are some more common than others? Then, watch the following video.
<https://www.youtube.com/watch?v=AgzsYgXnnBU>
 Suggested Graphic Organizer: <http://www.enchantedlearning.com/graphicorganizers/cloud/>
 Debrief the main ideas of the video in a learner-led discussion about what foreigners perceive to be the cultural identities and values of Costa Rica.
 - Is their Costa Rica the Costa Rica known to learners?
 - How does what tourists in Costa Rica know vary from the Costa Rica in which learners live and experience?
 - Going back to the graphic organizer, did much of learners’ ideas about what it means to Costa Rica match up with the video? Why or why not?

- Learners learn/review the “Key Vocabulary” and then read (or listen to) the brief reading regarding Christmas celebrations in America.
<http://www.esl-lab.com/tradition/traditionsc1.htm>
As a post-reading activity, learners will think and write about how they identify (or not) with the cultural identity felt by Americans and their families during Christmas. Are learners’ familial celebrations similar to the celebrations of American families? Why or why not. Written work should be turned in to teacher for revision.
- Teacher reads a short, and basic, paragraph about a person’s birthday party and learners must create an invitation to the party using the details and “wh question” words in the paragraph. Learners first complete a draft in pencil to ensure the grammar, spelling, and details are correct. After the revision learners begin to create the final products. Creativity and care is encouraged and invitations will be hung around the classroom as decoration. (Examples can be found here:
http://www.invitationconsultants.com/samplewording.aspx?p_subcategory=178)
 - Where is the party?
 - What is being celebrated?
 - When is it?
 - What time will it begin?
- Preview and/or review unit vocabulary and target grammar.

Oral and Written Production

- Learners work to come up with three examples of how their families celebrate “Tico” culture utilizing proper grammar and complete sentences in their examples. Each person shares their examples, and each learner gets a point for a unique sentence and example unused by another learner. The learner with the most points wins. Teacher makes a list of target vocabulary words utilized by learners and reviews each one, adding in relevant words not previously included.
- Pairs work on Venn diagrams of how my family celebrates Tico culture, how my partner’s family celebrates, and how we both celebrate. Learners then present to another pair.
- Write the following question on the board, “what does it mean to be Costa Rican?” Using the graphic organizer, have learners write down their five most defining elements of cultural identity. Put stars on the board, and organize them by category and/or repeated answers.
 - Are learners surprised by what they see?
 - Do learners agree and/or disagree with certain answers? Why or why not?

<https://dscyeducation.wikispaces.com/file/view/Writing+Graphic+Organizers.pdf>

- Each family has a different way of celebrating “Tico” culture and Costa Rican identity. Learners answer the following questions:
 - What makes your family Costa Rican?
 - What do you do to celebrate Costa Rica?
 - What foods, events, or holidays are important for your family in celebrating Costa Rican culture?

Teacher facilitates a group discussion in which each learner participates at least once and learners share their answers.

- Learners think about their favorite Costa Rican tradition, event, holiday, or celebration. How did they celebrate last year? Learners draw a picture of the event and how they had celebrated it the year before. Each student shares their drawing and describes it using simple past.
- Teacher chooses five statements of these “dos and don’ts” pertaining to Costa Rican culture, the country, and its identity. Learners stand on a line and at the end of each side of the line there is a sign, “I agree” or “I disagree.” Teacher reads a statement and then learners move towards the sign with which they agree. Learners must be able to explain their opinions using a complete sentence. For example, “it is important to say hello to people on the street because Costa Ricans are friendly.”
<http://costarica-information.com/about-costa-rica/people-culture-religion/culture/do-and-donts>
- Learners draft a few brief sentences about their cultural identity and what they would tell foreigners about their familial structure, why they are proud to be Costa Rican, and what makes them unique. Teacher reviews writing and learners make final changes before handing in their edited copy to the teachers for further revision.
- Using <http://www.tripadvisor.com> learners can plan a brief day trip to their area of Costa Rica choosing destinations or activities that they think best embody their familial and/or collective cultural identity. Once finished, learners compare their choices with their peers.
 - Why did certain learners choose certain destinations?
 - Why were some destinations more important than others?

Theme 2: How my community celebrates “Tico” culture

Warm Up Activities

Entrance tickets/tasks:



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- Each learner takes a ticket and is split up into one of four committees pertaining to a community celebration that takes place every year. Learners pretend to be planning their activity and act out a brief scene for the rest of the class using proper grammar and complete sentences both explaining how their activity or event helps foster a cultural identity. For example, if the event was the annual “fiestas” learners might pretend to make traditional dishes, model a traditional dance, act out traditional games or activities, or describe an important cultural event, like a bullfight.
- Learners write at least three complete sentences about the celebration they perceive to be the most “Tico” culturally. Each learner briefly shares their answer and peers note similarities and/or differences in opinions and ideas regarding cultural identity.

Other Activities:

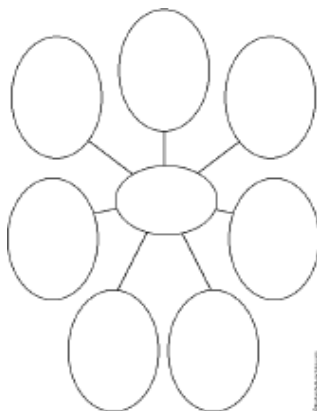
- “Welcome to My Community!” Learners record a brief advertisement (in the form of a video or audio clip) to be shared with the class about their community’s traditions and how the local cultural identity corresponds to the national identity. Learners work together in small groups to showcase their community and all it has to offer the rest of the country and the world. Videos and/or audio clips should be presented to class, but later turned into the teacher for revision.
- Learners create a Wikipedia page for their town, and/or edit its current Wikipedia page; adding what they feel is essential information about their community, way of life, and cultural identity. This activity can also be adapted to include other social media sites like TripAdvisor, Facebook, Instagram, etc.

Activating Prior Knowledge: Brainstorming

- Brainstorm a list of common characteristics of people in the local community and how citizens carry their Costa Rican identity in everything they do.

Introducing different text types (visual aids, technology, graphic organizers, etc.)

- Use a circle diagram to explore the elements of the local community
- Use a circle diagram to explore the elements of the local community celebrations
<http://www.enchantedlearning.com/graphicorganizers/star/bigovals7/>



Oral and Written Comprehension

- Use a video on Costa Rican Foods and a graphic organizer such as a T chart for My Community Eats/My Community Does Not Eat
<https://www.youtube.com/watch?v=85MH2xX5g0I>
https://www.youtube.com/watch?v=aW6_WGnU0Vc&ebc=ANyPxKpEKfsZqJAOddwUz149iROuwWjCiuJKgrPaErg9MclgqX1cvUdy7IQth_qvoDtxePRTGoW6jifv_tsNTwdrpE44btXfA (do not have to use the entire video)
- Teacher puts learners in small groups of four. Learners interview a community member, local leader, school administrator, etc. to gain a better idea of how the community celebrates “Tico” culture, using the questions below as a starting point. Learners summarize the interview in English, recording themselves speaking in complete sentences. Learners come up with pre/post listening activities for their peers such as brainstorming activities or focus questions. Groups present their recordings and activities to the larger group. Teacher then facilitates brief discussion regarding the various interviews and debriefing the activity. Every student must speak at least once.
 - What does it mean to be Costa Rican?
 - How does the community celebrate it?
 - How have celebrations and/or cultural values changed over the years?

- What are the most important cultural identifiers and/or values that are an integral part of the Costa Rican experience?
 - What does the community member hope for the future of the community?
 - What does the community member hope for the future of Costa Rica?
- Practice target vocabulary and themes with the following worksheet about birthdays.
<http://busyteacher.org/20134-birthday.html>
- Using the vocabulary list of celebrations, learners complete a Compare and Contrast Chart that includes headings such as Clothes, Music, Activities. This website allows teachers to create the chart: <https://www.worksheetworks.com/miscellanea/graphic-organizers/compare-contrast-matrix.html>
- Adapt the following questions for students to be able to have meaningful, grade-appropriate interactions and exchanges of information supported by the curriculum. Or, have students complete this as written practice and check for proper spelling, grammar, and usage.
<http://busyteacher.org/13749-basic-english-conversation-questions.html>

Oral and Written Production

- Working in pairs, learners call out a celebration to their partner and the partner responds with when and how the community celebrates.
- Learners are placed in groups of four and each group is given a locally celebrated event. Learners work together to write sentences about how the event celebrates “Tico” culture. Each sentence is accompanied by an illustration so that audience is further able to understand what the celebration looks like and entails. Groups present their sentences and pictures to the larger group.
 - What kind of food is eaten in the event?
 - What types of cultural events occur?
 - How does this celebrate “Tico” culture?
 - Does faith play a part in this celebration?
 - Does the whole community celebrate?
- Teacher chooses questions from the following resource in which learners answer in complete sentences and use connecting words to explain their answers. Teacher then facilitates discussion about how learners’ answers indicate how cultural identities are formed.
http://www.learner.org/libraries/connectarts68/07_culture_pt1/07pdfs/OurCulture_Wksheet.pdf
- Teacher puts learners in pairs and has them answer the following questions. Learners use complete sentences to express their thoughts and/or respond to each other and then, if desired, share their answers with the rest of the class.
 - What is the most important part of being Costa Rican?

- What is the most important part of being a member of my community?
 - How can I celebrate “Tico” culture by being a member of my community?
 - Is my community identity the same as my Costa Rican identity?
- Learners fill in the worksheet with the correct vocabulary words for the details and properly label the event. Learners then answer the four questions at the bottom of the page and also answer the question “is this celebrated in your community? Why or why not.” Class reviews worksheet by going around the room taking turns to answer the blanks and answer the corresponding questions. Teacher facilitates discussion about how different communities celebrate things differently, and learners discuss how their community’s celebration style corresponds to their “Tico” identity and celebration of “Tico” culture.
<http://www.eslflow.com/Celebrations---festivals-lesson.html>
- Using simple present and simple past, and complete sentences, learners write about how community celebrations and “Tico” culture has changed over time. Learners write at least five sentences, writing organically or following the focus questions listed below. Teacher edits the first draft of the paragraph checking for correct grammar, punctuation, spelling, and coherence. Learners correct the mistakes and submit an edited copy to teacher for further revision.
 - How has technology like electricity changed the way Costa Ricans celebrate their heritage and culture of community?
 - How has social media changed the way people in your community interact and/or spend time together?
 - Before there were cars or international markets how was the food in your community different? Do community members eat the same celebratory foods that they used to?
- Teacher breaks learners into groups based on the neighborhoods in which they live. Learners work together to create an itinerary for tourists, or illustrated map, of their communities and activities that can be done or things to be experienced in the community. Learners share their itineraries or maps with the larger group when finished and teacher facilitates brief discussion about the differences/similarities between the different neighborhoods. Every student must speak at least once.
 - Which elder should be visited?
 - Where can visitors learn about the history of the community?
 - How does your community celebrate “Tico” culture?
 - What are the traditional foods or dances for which your community is known?(Slightly adapted concept from <http://www.tolerance.org/blog/mapping-out-get-know-you-project>)

Theme 3: How other Costa Rican communities celebrate “Tico” culture

Warm Up Activities

Entrance tickets/tasks:

- Use the same video of Costa Rican provinces that may have been used in the class on how my community celebrates. Show brief segments of each of the other provinces. Learners name cities/communities that they know are in each of the provinces.
<https://www.youtube.com/watch?v=BdKiPR3kdjo>
- Using video above or a map of Costa Rica, review family vocabulary with a Who Do You Know? Game. Name a province and allow time for learners to say My __family member or friend__ lives in __name of province__.
- Learners are broken into groups and each group is given a celebration that is celebrated in a different community and/or province from their own. This works well if learners have no knowledge about this celebration as it can be a teaching moment for everyone involved. Groups briefly research their holiday (on the internet or with resources provided by teacher) and then present their findings to the class with each learner using complete sentences and speaking at least once. The following questions should be answered:
 - What is celebrated?
 - Is the basis of the celebration historical, religious, geographical, political, etc.
 - What is the history behind the celebration?
 - How does the community celebrate “Tico” culture in this celebration?
 - How has the celebration changed over time?
 - How is it celebrated?
 - Are there special foods?
 - A certain type of music or dress?
 - What type of celebration is it?
 - What sort of cultural activities do locals participate in?
 - Where is it celebrated?
 - When is it celebrated?
- Learners write at least three complete sentences about predictions they have about how other communities in Costa Rica celebrate “Tico” culture. Or, if learners have travelled to other communities during celebratory times or have seen/heard about how others celebrate via social media, television, newspapers, family members, etc. they can write three sentences about how other communities

celebrate “Tico” culture. Learners should include the place they are discussing in their sentences as various places in Costa Rica sometimes celebrate “Tico” culture very differently.

Other Activities:

- “This is how we celebrate...” Learners are put into groups and each group is given a Costa Rican celebration. Groups create a presentation about how various communities around Costa Rica differently celebrate the same celebration. Creativity is encouraged; students can create posters, skits, make a video, create a PowerPoint, etc. to share their information with the class.
- What do learners like about how other communities celebrate “Tico” culture? Learners write at least three complete sentences using target grammar and unit vocabulary words about (at least) three different communities and their celebrations.

Activating Prior Knowledge: Brainstorming

- Essential question: How do we, as Costa Ricans, celebrate holidays as part of Tico identity?
- Adaptation: How does the identity of other communities shape our collective Costa Rican identity?
- Adaptation II: How does our Costa Rican identity impact the identity of other communities dissimilar to learners’ community?
- Brainstorm a list of differences and similarities between how learners’ community and other communities around Costa Rica celebrate “Tico” culture.

Introducing different text types (visual aids, technology, graphic organizers, etc.)

- Use a map of Costa Rica. Learners post names of community celebrations in the appropriate province/city/community.
- Use a fishbone diagram to explore the different celebrations and celebratory styles of different Costa Rican communities while noticing a common theme that ties them together, being Costa Rican.

<http://www.enchantedlearning.com/graphicorganizers/fishbone/4arms2.shtml>

Oral and Written Comprehension

- Use pictures and read aloud descriptions of holidays and locations using these websites:
 - <http://www.travelandleisure.com/local-experts/costa-rica/top-5-festivals-costa-rica>
 - <http://www.rainforestadventure.com/costa-rica-atlantic/festive-days/>
 - <http://costa-rica-guide.com/travel/best-time/holidays-fiestas/>

- ****Possible production idea for MEP video**** -- Teacher plays clip of different provinces in Costa Rica celebrating the same holiday and poses various pre-watching and post-watching questions for learners to engage critical thinking skills, ensure comprehension and active listening, while also facilitating class discussion.
 - Possible pre-watching questions:
 - Which celebration is being discussed? How do you and your family celebrate this holiday?
 - How do you think the community in the clip celebrates the holiday?
 - How do you think the community in the clip is different from your own?
 - Possible post-watching questions:
 - Were your predictions correct? Explain.
 - How is the community similar to yours?
 - How is it different?
 - Have you ever been to this community or another community for this celebration? What did you experience?
- Use the blog of two North Americans who have a great love for Costa Rica and have listed all the holidays with some information on how they are observed. <http://costa-rica-guide.com/travel/best-time/holidays-fiestas/>
- Use a list of Costa Rican holidays by month with brief descriptions: <http://costarica.com/culture/holidays-festivals/>
- Practice target vocabulary and themes with the following worksheet about birthdays. <http://busyteacher.org/20134-birthday.html>
- Adapt the following questions for students to be able to have meaningful, grade-appropriate interactions and exchanges of information supported by the curriculum. Or, have students complete this as written practice and check for proper spelling, grammar, and usage. <http://busyteacher.org/13749-basic-english-conversation-questions.html>

Oral and Written Production

- Learners are placed in four groups and each group is given a season of the year. Each group thinks critically about the holidays, celebrations, events, or activities that happen within their time period and how different communities around Costa Rica celebrate “Tico” culture during the season. For each event there must be a corresponding sentence in target grammar about how the community celebrates their “Tico” identity during this time. Each group presents their season and each member of the group must speak at least once. Given that there are many events/celebrations throughout the year it is not necessary for each group to discuss each event.

Learners must discern the most “important” events, or the events that actively contribute to “Tico” culture or identity, or to the cultural identity of the community or region in which it takes place.

<http://costarica.com/culture/holidays-festivals/>

- Say “How is my community different than other “Tico” communities?”
 - Is food region specific?
 - Are the same holidays celebrated?
 - How does faith play a factor?
 - Are the same languages spoken?

Learners write at least three complete sentences using connecting words to explain themselves.

- Using the vocabulary list of celebrations and communities, learners complete a Compare and Contrast Chart that includes headings such as Clothes, Music, Activities. This website allows teachers to create the chart:
<https://www.worksheetworks.com/miscellanea/graphic-organizers/compare-contrast-matrix.html>
- Learners fill in the worksheet with the correct vocabulary words for the details and properly label the event. Learners then answer the four questions at the bottom of the page and also answer the question “is this celebrated in your community? Why or why not.” Class reviews worksheet by going around the room taking turns to answer the blanks and answer the corresponding questions. Teacher facilitates discussion about how different communities celebrate things differently, and learners discuss how their community’s celebration style corresponds to their “Tico” identity and celebration of “Tico” culture.
<http://www.eslflow.com/Celebrations---festivals-lesson.html>
- Learners compare their community with a community in a very different, or far away, part of Costa Rica. How do the two communities celebrate “Tico” culture? Learners present their community comparisons to the larger group. The following resources have great information on the different provinces and micro cultures in Costa Rica.
 - Are the days/celebrations the same?
 - Is the food the same?
 - How does faith, climate, geography, language, etc. play a role in how communities celebrate Costa Rica and their Costa Rican identity?<http://www.mydestination.com/costarica/regionalinfo/6177403/costa-rica-province>
<http://www.britannica.com/place/Costa-Rica>

- Learners choose a community different from their own that they would like to visit. Learners write at least three complete sentences using target vocabulary, simple present, simple past, and connecting words. Learners share sentences with the larger group and discuss commonly held viewpoints about community and culture, or why students have unique and/or unconventional thoughts regarding cultural identity and community celebrations.
 - How does this community celebrate “Tico” culture?
 - Is it similar to how students’ communities celebrate “Tico” culture?
 - What do students like about their chosen community and how they celebrate “Tico” culture?
 - Is there something in the chosen community that learners wish they had in their home community?

Theme 4: How Costa Ricans celebrate national “Tico” culture

Warm Up Activities

Entrance tickets/tasks:

- Teacher decorates room for Costa Rican Independence Day (or another national holiday) and puts on traditional music. Learners enter the room and join the party! Learners bring in traditional games, outfits, dances, or foods to class and share them with the larger group in complete sentences. Learners, and teacher, can also ask each other questions about what they are sharing and learners answer in complete sentences and using proper grammar.
- Teacher places different signs around the room for different Costa Rican holidays or celebrations. Learners stand by the sign by which they identify and discuss why they like the celebration and why they think it is better than the others posted around the room using complete sentences and target grammar and vocabulary. Each learner must speak at least once.

Songs:

- Learners sing the song “This Land is Your Land” by Woody Guthrie. After reviewing vocabulary and new words, learners underline the geographic markers specific to the United States in the song and replace them with Costa Rican landmarks. Learners then sing their Costa Rican version.
Lyrics found at: http://www.woodyguthrie.org/Lyrics/This_Land.htm

Other Activities:

- “What does the world eat for breakfast?” Teacher plays video to facilitate discussion and provides pre-watching and post-watching questions to further engage critical thinking and active listening skills.
 - Possible pre-watching questions
 - What do learners think other Latin American countries eat for breakfast?
 - What do people in Europe eat for breakfast? Africa? Asia? Australia?
 - What do Costa Ricans eat for breakfast?
 - Are there any other countries that eat the same breakfast eaten by Costa Ricans?
 - Possible post-watching questions
 - Were learners correct about their predictions regarding breakfast in other countries? Explain.
 - How is breakfast a cultural identifier? What does it say about culture, tradition, geography, or climate?
 - What does Costa Rica’s breakfast say culturally? How is gallo pinto part of a Costa Rican identity?
 - Why do Costa Ricans not eat some of the foods featured in the video?
- <https://www.youtube.com/watch?v=ry1E1uzPSU0>
- What do learners think Costa Rica’s most important past time is? Learners draw a picture and write a sentence explaining their thoughts and then share it with the class. Are there common or unique answers? Are there overarching similarities? How and why do learners disagree in their thinking? Discussion facilitated by teacher following learners’ presentations.
- How does this article exemplify “Tico” culture? Why are these traditions special to Costa Rica and help Costa Ricans celebrate “Tico” culture? Is Christmas celebrated the same way in learners’ community? Why or why not?
<http://www.ticotimes.net/2014/12/25/costa-ricas-capital-is-ready-for-holiday-celebrations>
- How does your community celebrate earth day? How does each part of Costa Rica do their part in conserving the natural resources and beauty of the country? Why is it important for Costa Rica to take care of the environment? How does it fit into Costa Rica’s identity, both nationally and globally? Learners read the following article and then write at least three complete sentences responding to the article. Lastly, teacher facilitates discussion covering the above questions.
<http://www.ticotimes.net/2007/04/13/earth-day-celebrations-planned-on-pacific-coast>

Activating Prior Knowledge: Brainstorming

- Essential question: How do we, as Costa Ricans, celebrate holidays as part of Tico identity?
- Adaptation: How is our national identity viewed abroad?
- Adaptation II: What does it mean to be Costa Rican?



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- Brainstorm a list of differences and similarities between Costa Rica and other countries. How does Costa Rica compare regionally from Nicaragua and Panama? How does it compare to countries in North and/or South America like Canada or Argentina? What about Europe, Asia, Africa, or Oceania? Why are certain things similar and others different?

Introducing different text types (visual aids, technology, graphic organizers, etc.)

- Concept Definition Map to analyze elements of “Tico” culture
http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf
- Use this customized Venn diagram to compare national “Tico” culture with cultures from neighboring countries, or from around the world? What unites humanity? Are there similar elements of culture in dissimilar places?
<http://www.enchantedlearning.com/graphicorganizers/math/venn/lcmgcf.shtml>

Oral and Written Comprehension

- Teacher plays a video of foreigners talking about Costa Rica and what they observe about Costa Rica, Costa Ricans, and Costa Rican culture. Teacher plays clip three times to ensure comprehension and then facilitates discussion about what students observed and how they felt about what the foreigners stated in the clip.
 - Possible pre-watching questions
 - How do learners view themselves and their population? How would they describe themselves?
 - How do learners view Costa Rica and Costa Rican culture? How would they describe it?
 - How do learners think foreigners will describe Costa Rica, Costa Rican culture, and the Costa Rican people?
 - How do learners feel about the amount of foreigners cycling through their country?
 - Possible post-watching questions
 - Were learners correct in their predictions? Explain.
 - Do learners agree with how Costa Rica, Costa Rican culture, and the Costa Rican people were portrayed?
 - What are learners perception of tourists? Why are they in Costa Rica? Do they help or hurt Costa Rica? How do they fit into the fabric of Costa Rican society?

Video Suggestions:

<https://www.youtube.com/watch?v=qwf9q6LOmOE>

https://www.youtube.com/watch?v=Kr2A_Yc49xI (no audio, but great footage)

<http://www.rainforestspices.com/about-the-farm/about-the-owner/>

<https://www.youtube.com/watch?v=LqKxDg4OKDU>

<https://www.youtube.com/watch?v=kAP--u6V8y8>

- Wordsearch about Costa Rica using unit themes. Teacher might have to create a word bank first, so that learners know what to look for.
<http://easyscienceforkids.com/wp-content/uploads/2014/03/Costa-Rica-Worksheet-Free-Geography-Hidden-Word-Puzzle-Game-for-Kids.pdf>
- Word search about Costa Rica from a foreigner's perspective. Great for building a cultural context and a deeper sense of identity.
http://www.wordsearchfun.com/94986_Costa_Rica_wordsearch.html
- Review lyrics to National Anthem in English. Use a Frayer Model to determine ways to update the words of the hymn to reflect modern observations of Costa Rica culture.

Oral and Written Production

- Learners work in groups to describe different cultural identifiers, customs, and celebrations while the teacher plays a “tourist” and asks each group questions about the customs and celebrations they represent. Learners respond in complete sentences while also utilizing target vocabulary and grammar structures.
- Learners complete There is/There are or I like/don't like sentences about holidays from vocabulary list that are drawn from a container with names of holidays on slips of paper inside.
- Learners respond to a holiday with I always/sometimes/never celebrate ___ holiday__.
- Say “What makes Costa Rica special culturally?”
 - What do Costa Ricans eat?
 - What do Costa Ricans do for fun?
 - What are Costa Rican values?
 - What does it means to live “pura vida?”

Learners write at least three complete sentences using connecting words to explain themselves.

- Learners complete the following worksheet about culture and then discuss answers with the larger group.

<http://files.peacecorps.gov/uploads/wvs/lesson-plans/files/looking.everyone.a.pdf>

If teacher would like to deepen discussion, the following website provides good focus questions.

<http://www.peacecorps.gov/wvs/lesson-plans/everyone-has-culture-everyone-different/>

- Learners imagine that they are talking to foreigners who are about to visit Costa Rica for the first time. What do learners want them to know? Learners write at least three sentences each about what they think are the most important things to know about Costa Rica and “Tico” culture. Learners check their sentences with teacher for correctness. Learners then draw a picture of one of their sentences, or a picture of Costa Rica and/or Costa Rican culture and rewrite their edited sentences. Learners share pictures and sentences with the class and then teacher hangs up pictures on the classroom wall.
- “I love my country!” How do learners celebrate national “Tico” culture? Learners write three sentences about how they celebrate their “Tico” identities and the three things they do that best support their culture and country. Learners share their sentences with the larger group.
- “What can we work on?” Learners think about problems facing Costa Rica and think creatively and innovatively about how they (or their generation) can improve quality of life for Costa Ricans and the wildlife that live here. Learners write three complete sentences using connecting words to finish their thought. “Costa Rica has contaminated water but we will work to clean it by polluting less.”

Integrated Mini Project Options

- Learners think critically about Costa Rican culture and how they predict it will change. Learners imagine that they are older citizens living in their hometowns.
 - How has culture changed?
 - Does being Costa Rican mean something different than it did in the past?
 - Are the changes positive or negative?
 - Are there things that learners wish had changed more? Or do they miss the old Costa Rica?

Students draw a picture of the “new” Costa Rica and write a small paragraph or at least three sentences describing the cultural changes they now experience. Barring #6, this list could provide learners with good insight regarding recent changes in Costa Rica; this should help them think critically about how culture, identity, and country can change.

<http://www.ticotimes.net/2015/01/03/10-ways-life-in-costa-rica-has-been-transformed-and-you-didnt-even-notice>

- Learners think critically about the geography of their country and how it effects culture, community celebrations, and “Tico” identities.
 - Learners are placed in groups, one group for each Costa Rican province.
 - Learners create a poster, powerpoint, or video educating their peers about the province.
 - What is the climate of the province?
 - Who are the people that live there?
 - What is eaten?
 - What music is listened to?
 - What days are celebrated? Why?
 - How does climate effect population, food, identity, and celebration of the province?
 - Groups must turn in their presentations to teacher a few days before so that teacher can edit for clarity and grammar. Teacher will also create a Jeopardy game out of the various facts listed in the presentations about each province.
 - Following the revision of their presentations, groups present their findings to the class.
 - Groups engage in a post-presentation Jeopardy game prepared by and facilitated by teacher. Teacher reads off facts from various categories, “food,” “music,” “culture,” “celebrations,” for example; with various corresponding amounts of points. After the fact is listed groups may “buzz in” to guess the province. Groups only receive points if answers are in complete sentences. The following answers are examples of complete sentences that would award learners points: “This takes place in Alajuela!” “They eat cocadas in Limon!” “The Romeria happens in Cartago!”
- How does culture get borrowed or appropriated and integrated from other cultures?
 - Students are put into groups with different foci: food, clothes, music, celebrations, etc. Groups are at the discretion of the teacher, but the four listed here might provide the most interesting dialogue.



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- Groups get together and research their topics and how they correspond to Costa Rica both presently and historically.
 - How have groups' topics changed over the years, decades, or centuries? What have influenced these changes?
 - How have the changes been influenced by globalization? Where do certain traditions, customs, or choices come from?
 - Groups include both examples of what is "Tico" and what comes from other places or cultures.
 - Groups must include at least one sentence about why they think things have changed and one sentence about how things will change in the future.
- Groups present their findings to the class and provide examples of their findings. Examples may be examples in real life, or they may be a picture, video, audio clip, or some sort of visual aid. Everyone must speak at least once and complete sentences must be used. "On my birthday we drink Coca Cola and that is from the United States," is an example of a complete sentence that would fit well for this activity.

Level 7 th				Unit 6
CEF level to be reached: A1.1				
Scenario: Getting from here to there				
Enduring Understanding	Travelling requires planning (in order) to decide where to go, how to get there, what to take and what to do.			
Essential Question	How can people be smart travelers?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5/6
<p>Assessment: L recognizes instructions for games and follows teacher/students' modeling of the activity.</p> <p>L.3. recognize instructions for games and follow teacher/students' modeling of the activity.</p> <p>Assessment: L labels diagrams with appropriate pieces of familiar goods and services.</p> <p>R.1. label diagrams with appropriate pieces of familiar goods and services.</p> <p>Assessment: L recognizes familiar names of places, goods and services in short and simple</p>	<p>Assessment: L recognizes main ideas of text when accompanied by illustrations.</p> <p>R.4. understand main ideas of text when accompanied by illustrations.</p> <p>Assessment: L interacts in a simple way, asking questions about places, where they are and how to get to them and answering such questions if they are articulated slowly and clearly.</p> <p>SI.2. interact in a simple way, asking questions about places, where they are and how to get to them and answering such questions if they are articulated slowly and clearly.</p>	<p>Assessment: L follows simple directions how to get from one place to another, on foot or by public transport.</p> <p>L.1. follow simple directions how to get from one place to another, on foot or by public transport.</p> <p>Assessment: L writes simple descriptions of places (e.g., location, direction, activities)</p> <p>W.2. write simple descriptions of places (e.g., location, direction, activities, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.).</p>	<p>Assessment: L recognizes figures and times given in clear announcements, for example at the airport or at a bus station.</p> <p>L.2. understand figures and times given in clear announcements, for example at the airport or at a bus station.</p> <p>Assessment: L recognizes the main idea of presentations related to places, goods and services.</p> <p>L.4. understand the main idea of presentations related to places, goods and services.</p> <p>Assessment: L describes briefly weekend or holiday plans.</p> <p>SP.3. describe weekend or holiday plans and what I need and when.</p>	<p>Assessment</p> <p>Anecdotal reports / rubrics / instruments for self and co-assessment</p> <p>Suggested Integrated Mini project</p> <p>An event with guests from the community who answer questions about what they do for the</p>

<p>texts</p> <p>R.3. recognize familiar names of places, goods and services in short and simple texts.</p> <p>Assessment: L expresses preferences about places to visit and ways to move around.</p> <p>Sl.1. express preferences about places to visit and ways to move around.</p>		<p>Assessment: L uses simple words to tell where a place is and ways to get there.</p> <p>SP.1. use simple words to tell where a place is and ways to get there.</p> <p>Assessment: L describes places and ways to move around (towns, holiday resorts, car, plane, bike).</p> <p>SP.2. describe places and ways to move around (towns, holiday resorts, car, plane, bike).</p>	<p>(ticket, reservation, passport)</p> <p>Assessment: L fills in a hotel registration form with personal details.</p> <p>W.1. fill in a hotel registration form with personal details.</p>	<p>community and where. Students ask questions in English and then in Spanish.</p> <p>A story board: "Our favorite place"</p> <p>A digital or physical magazine</p> <p>Vod cast-with script</p> <p>Marketing traveling campaign with a pod cast</p>
<p>Can Do related to Phonology to be inserted as appropriate each week</p> <p>Assessment: L recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R2. identify English language sounds using knowledge in phonics, syllabification and word parts.</p>				
<p>Theme</p> <p>Knowing where I want to go</p>	<p>Theme</p> <p>Knowing where it is</p>	<p>Theme</p> <p>Knowing how to get there</p>	<p>Theme</p> <p>Knowing what I need and when</p>	
<p>Function</p> <ul style="list-style-type: none"> Identifying places and buildings 	<p>Function</p> <ul style="list-style-type: none"> Locating places and buildings 	<p>Function</p> <ul style="list-style-type: none"> Giving directions Describing ways to move around 	<p>Function</p> <ul style="list-style-type: none"> Understanding and using travel fares and hotel registrations 	
<p>Discourse Markers</p> <p>Connecting words: and, but, because</p>	<p>Discourse Markers</p> <p>Connecting words: and, but, because</p>	<p>Discourse Markers</p> <p>Connecting words: and, but, because</p>	<p>Discourse Markers</p> <p>Connecting words: and, but, because</p>	
<p>Grammar & Sentence Frames</p> <p><u>Future -- going to</u></p> <ul style="list-style-type: none"> We are going to Manuel Antonio National Park. Are you going to visit Poas Volcano? 	<p>Grammar & Sentence Frames</p> <p><u>WH questions</u></p> <ul style="list-style-type: none"> Where is the post office? Are we on the right road? How far is it ___? <p><u>Determiners</u></p>	<p>Grammar & Sentence Frames</p> <p><u>Imperatives</u></p> <p>Go down...</p> <p>Go straight...</p> <p>Follow the signs</p> <p>Turn left</p>	<p>Grammar & Sentence Frames</p> <p><u>Prepositions of time:</u></p> <p>In, on, at</p> <p><u>Present tense</u></p> <p>(S+V+C)</p> <p>I go to the beach.</p>	

<u>Determiners</u> There is / There are ...	There is / There are ... <u>Prepositions of place</u> in, on, next to, near, between, in front of, opposite to, behind	<u>Prepositions of place</u> in, on, next to, near, between, in front of, opposite to, behind	
Phonology Short vowel sounds (-at, -en, -ad) in orally stated single syllable words. (e.g., hen, hat, mad, etc.)	Phonology Short vowel sounds (-at, -en, -ad) in orally stated single syllable words. (e.g., hen, hat, mad, etc.)	Phonology Short vowel sounds (-at, -en, -ad) in orally stated single syllable words. (e.g., hen, hat, mad, etc.)	Phonology Review
Vocabulary <u>Knowing where I want to go</u> High School, Church, Bank, Park Restaurant, Cafeteria hospital, supermarket/grocery store, Mall/Movie Theater, Cinema / Soccer field, river/beach/lake / National Park/ Volcano	Vocabulary <u>Knowing where it is</u> There is / There are in, on, next to, near, between, in front of, opposite of, behind	Vocabulary <u>Knowing how to get there</u> Where is the post office? Are we on the right road? How can I get to ___? It's on main street ... It is not far It is quite far Go straight... Follow the signs Turn left, go straight By car/ walking/ bike/ bus/ train/ airplane/motorcycle/ boat, carpooling	Vocabulary <u>Knowing what I need and when</u> Travel expenses, schedules, transfer, transportation fare, price, cash, ticket, toll, reservation, form Numbers from 1 to 5 thousand Days of the week Months of the year Time
Psycho-social – Analyzing and making decisions Idioms – Itchy feet – Hit the road	Psycho-social – Communicating clearly, concisely and responsibly, with respect for the person addressed Social Language – Straight to the point – Clueless – Directionally challenged	Psycho-social – Enjoying traveling. Sociocultural – Respecting, appreciating and being aware of his /her community, region, country, and world travel opportunities Social Language	Psycho-social – Being flexible and open to changes when traveling. Proverbs / Quotes He who returns from a journey is not the same as he who left. -- Chinese proverb



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		- Directionally challenged	
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**Didactic Planning
Week 1**

Level: 7 th		Unit: 6
Domain: Socio-Interpersonal and Transactional	Scenario: Getting from here to there	Theme: Knowing where I want to go
Enduring Understanding: Travelling requires planning (in order) to decide where to go, how to get there, what to take and what to do. Essential Question: How can people be smart travelers?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p>Grammar & Sentence Frame</p> <p>Future -- going to – We are going to Manuel Antonio National Park. – Are you going to visit Poas Volcano?</p> <p>Determiners There is / There are ...</p> <p>Vocabulary High School, Church, Bank, Park Restaurant, Cafeteria hospital, supermarket/grocery store, Mall/Movie Theater, Cinema / Soccer field, river/beach/lake / National Park/ Volcano</p> <p>Phonology Short vowel sounds (-at, -en, -ad) in orally stated</p>	<p>Function – Identifying places and buildings</p> <p>Discourse Markers – Connecting words: and, but, because</p>	<p>Psychosocial – Analyzing and making decisions</p> <p>Idioms – Itchy feet – Hit the road</p>

single syllable words. (e.g., hen, hat, mad, etc.)			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<p>Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies</p> <p>Learner...</p> <p>L.3. recognizes instructions for games and follows teacher/students' modeling of the activity.</p>	<p>L.3. recognize instructions for games and follow teacher/students' modeling of the activity</p>	<p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing</p> <p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p>	5 min
		<p>Warm up</p> <p>Learners play Take, Give, Receive. On the board or the wall is a grid that looks like the table below. The numbers are written on sheets of paper covering either a larger plus sign (+), minus sign (-), or exclamation point (!). The object of the game is to correctly answer questions and end with the most players. Two or more teams are needed with an audience who will play later. (Large groups may want to have more squares on the board). Each team receives a turn and must answer a review question from the unit similar to the questions that follow. The team who answers correctly gets the opportunity to select a number and see what is beneath the paper. If it is the plus sign (+) they get to take a player from the other team. If it is a minus sign (-) they must give a player to the other team. If it is an exclamation point (!), they receive another player from the audience without the other team having to give one up. Sample questions are:</p> <ul style="list-style-type: none"> Where do you go to school? What is that? (pointing to object in room that they know) Where can I buy that? (pointing to same object) What is this? (pointing to object in room that they know) Where can I buy this? (pointing to same object) When do you eat breakfast? Where do you eat lunch? 	10 min

		<ul style="list-style-type: none"> Where can you find (something that was covered in lesson on backyards)? Where can you find (something that was covered in lesson on Costa Rica natural wonders)? Where can I buy vegetables? What do you do on Mothers Day? What foods do you eat at Christmas? 																	
		<table> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr> <td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr> <td>13</td><td>14</td><td>15</td><td>16</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	2	3	4																
5	6	7	8																
9	10	11	12																
13	14	15	16																
		<p>Pre-task: reading to speak ✓ Recognition/Articulation/Production: T shows words printed on separate pieces of</p>	30 min																

<p>R2. recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.</p>	<p>R2. identify English language sounds using knowledge in phonics, syllabification and word parts.</p>	<p>paper that are vocabulary words for places in the community of the school and then shows the video and rhythmic presentation of “Places in My Town” (video found here https://www.youtube.com/watch?v=Kfzyc4m9jVk) or the MEP resource “My Community” (found here http://www.mep.go.cr/sites/default/files/recursos/recursos-interactivos/my_community/deploy/sites/mango-city/islands/tourism-recreation.html) to introduce mapping the community.</p> <p>Learners will then place the pieces of paper in the proper order to form a map similar to what is shown in the video.</p> <p>✓ Learners will use prior knowledge to identify services provided in the places noted on their map and write those words on smaller pieces of paper and place them on top of the locations on the map. T will introduce new vocabulary that is not covered by Ls prior knowledge. (This activity can be used independently of the video if projection or internet is not available.)</p> <p>Task: Event Planning (reading to speak)</p> <p>5. Reading for the first time – T projects the following or distributes copies. Note: Class can do the actual event or simply pretend that they will be hosting it.</p> <p><i>We are going to plan an event because we want to hear what people in our community do. The event is going to be the last week of classes. We are going to need many things. Because there is so much to do, we are going to assign jobs.</i></p> <table border="1" data-bbox="616 1077 1563 1232"> <thead> <tr> <th>At this place ...</th><th>There is/there are ...</th><th>We are going to need to know ...</th><th>Who is going to ask?</th></tr> </thead> <tbody> <tr> <td>Supermarket</td><td>Drinks, snacks</td><td>The price</td><td>(Fill in name of student after reading for the second time)</td></tr> </tbody> </table>	At this place ...	There is/there are ...	We are going to need to know ...	Who is going to ask?	Supermarket	Drinks, snacks	The price	(Fill in name of student after reading for the second time)	<p>30 min</p>
At this place ...	There is/there are ...	We are going to need to know ...	Who is going to ask?								
Supermarket	Drinks, snacks	The price	(Fill in name of student after reading for the second time)								
<p>R.1. labels diagrams with appropriate pieces of familiar goods and services.</p>	<p>R.1. label diagrams with appropriate pieces of familiar goods and services.</p>										

R.3. recognizes familiar names of places, goods and services in short and simple texts	R.3. recognize familiar names of places, goods and services in short and simple texts.	<table><tr><td>Restaurant</td><td>Pastries</td><td>The price</td><td>(Fill in name of student after reading for the second time)</td></tr><tr><td>Church</td><td>Minister</td><td>The name of someone who can join us</td><td>(Fill in name of student after reading for the second time)</td></tr><tr><td>Police station</td><td>Police officers and other staff</td><td>The name of someone who can join us</td><td>(Fill in name of student after reading for the second time)</td></tr><tr><td>Continue to add based on your community</td><td></td><td></td><td>(Fill in name of student after reading for the second time)</td></tr></table>	Restaurant	Pastries	The price	(Fill in name of student after reading for the second time)	Church	Minister	The name of someone who can join us	(Fill in name of student after reading for the second time)	Police station	Police officers and other staff	The name of someone who can join us	(Fill in name of student after reading for the second time)	Continue to add based on your community			(Fill in name of student after reading for the second time)	10 min
		Restaurant	Pastries	The price	(Fill in name of student after reading for the second time)														
		Church	Minister	The name of someone who can join us	(Fill in name of student after reading for the second time)														
		Police station	Police officers and other staff	The name of someone who can join us	(Fill in name of student after reading for the second time)														
		Continue to add based on your community			(Fill in name of student after reading for the second time)														
6. Pair/Group – Learners (in pairs) list the things they know now and what they are going to do in the future.																			
<table><tr><th>Now</th><th>Future</th></tr><tr><td>--</td><td>--</td></tr><tr><td>--</td><td>--</td></tr><tr><td>--</td><td>--</td></tr></table>	Now	Future	--	--	--	--	--	--	20 min										
Now	Future																		
--	--																		
--	--																		
--	--																		
7. Reading for the second time – Learners will read and fill in the names of people to do the assigned tasks. (Can be done in small groups as role play or as part of Integrated Mini Project.)																			

SI.1. expresses preferences about places to visit and ways to move around.	SI.1. express preferences about places to visit and ways to move around.	<ol style="list-style-type: none"> Planning – Learners in small groups will plan to report their plans to the large group. Organizing – Learners will complete the sentences: <i>I want to visit ____ in our community. I am going to find out information about ____ and (check on prices for ____ or invite ____)</i> to our event. Rehearsing Using – Each group will discuss what they are going to do for the event. <p>Post-task</p> <p>✓ Exit ticket – After T explains “to hit the road” is to leave on a journey. Learners must identify one place other than their community that they would like to visit. As they leave they say, <i>When I hit the road, I am going to visit ____.</i></p>	5 min
Options	Integrated Mini-Project		Time
<ul style="list-style-type: none"> An event with guests from the community who answer questions about what they do for the community and where. Students ask questions in English and then in Spanish. A story board: “Our favorite place” A digital or physical magazine Vod cast-with script Marketing traveling campaign with a pod cast 	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week’s lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p> <p>Acting out: Practicing the mini-project in pairs or groups.</p> <p>For the week of presentation, learners focus on:</p> <p>Responding and sharing: Delivering and participating in peer assessment of mini-project.</p>		<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>

Reflective Teaching		
What worked well	What didn't work well	How to improve
<p>Enduring Understanding Reflection</p> <p>How well did the learners progress in their understanding of the Enduring Understanding?</p>		

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

<i>Learner Self-Assessment</i>			
<i>I can...</i>	<i>Yes</i>	<i>No</i>	<i>In progress</i>
Listen and recognize instructions for games and follow modeling.			
Read and label diagrams related to goods and services.			
Read short texts and recognize names of places, goods and services.			
Express my preferences about places to visit and ways to move around.			
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
Show how I have worked with others this week.			

**Didactic Planning
Week 2**

Level: 7 th		Unit: 6
Domain: Socio-Interpersonal and Transactional	Scenario: Getting from here to there	Theme: Knowing where it is
Enduring Understanding: Travelling requires planning (in order) to decide where to go, how to get there, what to take and what to do. Essential Question: How can people be smart travelers?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p>Grammar & Sentence Frames</p> <p><u>WH questions</u></p> <ul style="list-style-type: none"> Where is the post office? Are we on the right road? How far is it ___? <p><u>Determiners</u></p> <p>There is / There are ...</p> <p><u>Prepositions of place</u></p> <p>in, on, next to, near, between, in front of, opposite to, behind</p> <p>Vocabulary</p> <p>There is / There are in, on, next to, near, between, in front of, opposite of, behind</p>	<p>Function</p> <ul style="list-style-type: none"> Locating places and buildings <p>Discourse Markers</p> <ul style="list-style-type: none"> Connecting words: and, but, because 	<p>Psychosocial</p> <ul style="list-style-type: none"> Communicating clearly, concisely and responsibly, with respect for the person addressed <p>Social Language</p> <ul style="list-style-type: none"> Straight to the point Clueless Directionally challenged

Phonology			
Short vowel sounds (-at, -en, -ad) in orally stated single syllable words. (e.g., hen, hat, mad, etc.)			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<p>Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies</p> <p>R.2. identifies English language sounds using knowledge in phonics, syllabification and word parts</p> <p>(Previously used)</p> <p>R.1. labels</p>	<p>R.2. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.1. label diagrams with</p>	<p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening</p> <p>Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading</p> <p>Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing</p> <p>Written Production: Pre-writing; Drafting; Revising; Editing</p>	
		<p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p>	5 min
		<p>Warm up</p> <p>Recognition/Articulation/Production: To practice the -at sound, form two teams into lines facing the wall or board where a map of Costa Rica, is posted. Say a place in Costa Rica (province, national park, other attraction) and then say Where is it at? First one to slap the map correctly with a flyswatter gets a point for his/her team.</p> <p>Ls brainstorm list of goods/services offered across the country (surfing, fishing, hiking, guides, food, zip line, etc.) using prior knowledge from Unit 3.</p>	10 min
		<p>Pre-task: reading to speak</p> <p>✓ T shows previously written words printed on strips of paper which can be attached to the map used in the warm up. The words are locations of provinces, cities, and known tourist attractions in Costa Rica. Learners take turns drawing a strip of paper from the set and saying aloud to the class:</p> <ul style="list-style-type: none"> – Where is (word on strip of paper)? – What good or service is offered there? As learner secures the strip to the correct 	5 min 20 min

diagrams with appropriate pieces of familiar goods and services.	appropriate pieces of familiar goods and services.	location, the class responds with There is/There are _____ (surfing, fishing, hiking, etc.) A team of learners writes the good or service on additional strips of paper and secures them in the proper location on the map as well.	
		<ul style="list-style-type: none"> ✓ T models new vocabulary using pictures from Unit 3's Marvels in Costa Rica theme and the map. For example: <i>There are national parks IN (name of province). The national park is NEXT TO _____. The (name of marvel) is NEAR _____. This province is BETWEEN (name of two provinces).</i> ✓ Learners, in pairs, complete 7 sentences using the model: <i>There is/are (service) in (place) and it is (next to, near, between) (other location).</i> 	
		Task: Answering questions about Costa Rica (reading to speak)	25 min
R.4. recognizes main ideas of text when accompanied by illustrations.	R.4. understand main ideas of text when accompanied by illustrations.	<ol style="list-style-type: none"> Reading for the first time – Groups of learners are given one short section from the visit Costa Rica press kit beginning on page 13 (found here http://www.visitcostarica.com/ict/paginas/press_kit/kit_en/PressKit-ICT-2014.pdf). They read their section and identify words or sentences they do not understand. Pair/Group – The group and/or the teacher ensures that the gist of the reading is understood. Reading for the second time – In pairs they complete a T chart with two headings: <ul style="list-style-type: none"> a. Location b. Goods/services Post reading – Pairs form groups of 4 and share the lists they have compiled and create one long and corrected list. 	
SI.2. interacts in a simple way, asking questions about places, where they are and how to get	SI.2. interact in a simple way, asking questions about places, where	<ol style="list-style-type: none"> Planning – Groups of 4 brainstorm list of WH questions they can ask about other groups' lists. <i>Where is a place to surf in Costa Rica? Where is rice and beans served?</i> 	40 min

to them and answering such questions if they are articulated slowly and clearly.	they are and how to get to them and answering such questions if they are articulated slowly and clearly.	<p>2. Organizing – Groups organize questions into two categories – location questions and goods and services.</p> <p>3. Rehearsing – Groups practice questions.</p> <p>4. Using – Class walks around the room until teacher says STOP. When the Ls stop, teacher then says NEXT TO, NEAR, BETWEEN, BESIDE or other instruction and Ls must ask one question of the person standing in that position.</p> <p>Post-task: speaking</p> <ul style="list-style-type: none"> ✓ Teacher refers to map of community used during previous week. T models “Where is the (name of a location)?” And L must respond with “The _____ is (beside, near, next to, etc.) the _____.” After T models, each L takes a turn asking and answering. ✓ Exit ticket is answering a question about the location of something in the community or Costa Rica. 	10 min
Options	Integrated Mini-Project		Time
<ul style="list-style-type: none"> – An event with guests from the community who answer questions about what they do for the community and where. Students ask questions in English and then in Spanish. – A story board: “Our favorite place” – A digital or physical magazine – Vod cast-with script 	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week’s lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p>		<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>

<p>– Marketing traveling campaign with a pod cast</p>	<p>Acting out: Practicing the mini-project in pairs or groups. For the week of presentation, learners focus on: Responding and sharing: Delivering and participating in peer assessment of mini-project.</p>		
Reflective Teaching			
<p>What worked well</p>	<p>What didn't work well</p>	<p>How to improve</p>	
<p style="text-align: center;">Enduring Understanding Reflection How well did the learners progress in their understanding of the Enduring Understanding?</p>			
Week Plan Self-Assessment			

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

<i>Learner Self-Assessment</i>			
<i>I can...</i>	<i>Yes</i>	<i>No</i>	<i>In progress</i>
Read and label diagrams related to goods and services.			
Read and recognize main ideas in an illustrated text.			
Interact by asking and answering questions about places.			
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
Show how I have worked with others this week.			

**Didactic Planning
Week 3**

Level: 7 th		Unit: 6
Domain: Socio-Interpersonal and Transactional	Scenario: Getting from here to there	Theme: Knowing how to get there
Enduring Understanding: Travelling requires planning (in order) to decide where to go, how to get there, what to take and what to do. Essential Question: How can people be smart travelers?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p>Grammar & Sentence Frame</p> <p><u>Imperatives</u> Go down... Go straight... Follow the signs Turn left</p> <p><u>Prepositions of place</u> in, on, next to, near, between, in front of, opposite to, behind</p> <p>Vocabulary Where is the post office? Are we on the right road? How can I get to ___? It's on main street ... It is not far It is quite far</p>	<p>Function</p> <ul style="list-style-type: none"> – Giving directions – Describing ways to move around <p>Discourse Markers</p> <ul style="list-style-type: none"> – Connecting words: and, but, because 	<p>Psycho-social</p> <ul style="list-style-type: none"> – Enjoying traveling. <p>Sociocultural</p> <ul style="list-style-type: none"> – Respecting, appreciating and being aware of his /her community, region, country, and world travel opportunities <p>Social Language</p> <ul style="list-style-type: none"> – Directionally challenged

Go straight... Follow the signs Turn left, go straight By car/ walking/ bike/ bus/ train/ airplane/motorcycle/ boat, carpooling Phonology Short vowel sounds (-at, -en, -ad) in orally stated single syllable words. (e.g., hen, hat, mad, etc.)			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies. Learner... L.1. follows simple directions how to get from one place to another, on foot or by public		Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing Pre-teaching Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc. Warm up Before showing the video "Places in My Town" from week 1 again, (video found here https://www.youtube.com/watch?v=Kfzyc4m9jVh), demonstrate hand motions for the directions given. Then Ls perform the motions as video instructs. Turn left – left arm out Turn right – right arm out Go straight – both arms stretched forward Up the street – both arms overhead Down the street – both arms pointing toward floor Option -- Play a game where learners provide basic instructions to a "Robot" who first leaves the room while planning takes place and then sits in middle of room. Class first determines what symbols will mean what actions. For instance:	5 min
			10 min

transport.	or by public transport.	<p>! = stand up # = Turn to the right ^ = Step forward</p> <p>While Robot is outside room, learners determine what simple task can be accomplished (e.g., go to board and erase it) and using symbols printed on separate pieces of paper, place themselves in correct order to lead Robot through the activity. No one is allowed to speak to the Robot.</p>	
R.2. identifies English language sounds using knowledge in phonics, syllabification and word parts.	R.2. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.	<p>Pre-task: listening to write</p> <ul style="list-style-type: none"> ✓ Recognition/Articulation/Production: T says words with -en sound such as when, friend, send, then, with phrase such as <i>WHEN you want to help a FRIEND you should SEND them directions and THEN meet them.</i> Ls repeat and produce instructions on how to get through maze. ✓ Having previously created a maze on the floor with tape outlining the path of turns, etc. blindfold one L and have other L provide instructions on how to complete the maze using vocabulary. Ls can then work in pairs beginning at different points in the maze so that more can participate at one time. Option is to ask Ls to create obstacle courses outside and then work in pairs to offer and receive instructions. 	15 min
W.2. writes simple descriptions of places (e.g., location, direction, activities)	W.2. write simple descriptions of places (e.g., location,	<p>Task: Helping the Directionally Challenged (writing to speak)</p> <p>1. Drafting – Use the following as a fill in the blank dialogue that individuals work on independently. T can help clarify social language.</p> <p>Jose: Maria, I need your help! I am trying to send my friend who is visiting ____ (name of community) ____ instructions from the ____ (select a location like the bus stop) to the school but I am clueless on how to begin.</p> <p>Maria: You are so directionally challenged! I want to meet your friend so I am</p>	40 min

	direction, activities, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.).	<p>definitely going to help.</p> <p>Jose: Thanks, Maria! I owe you!</p> <p>Maria: Well first he needs to _____. (insert directions). Then he _____ and finally he _____.</p> <p>Jose: (repeats the directions)</p> <p>Maria: You got this! You are not so clueless after all. Of course, if your friend gets lost, you can always tell him to follow the signs.</p>	
SP.1.uses simple words to tell where a place is and ways to get there.	SP.1. use simple words to tell where a place is and ways to get there.	<p>2. Revising – Ls share their work in pairs and revise as necessary.</p> <p>3. Editing – Ls examine the dialogues for any writing errors.</p>	30 min
SP.2. describes places and ways to move around (towns, holiday resorts, car, plane, bike).	SP.2. describe places and ways to move around (towns, holiday resorts, car, plane, bike).	<p>1. Planning – Ls determine who will play which role.</p> <p>2. Organizing – Ls add props if wanted.</p> <p>3. Rehearsing – Ls rehears script.</p> <p>4. Using – Ls present in pairs.</p> <p>Post-task: speaking</p> <ul style="list-style-type: none"> ✓ Option 1 – Using map of community, Ls draw two locations from a stack of strips of paper and tell how they will travel from one location to the other. (<i>I am going to walk, bike, drive, ride, etc. and then I am going to turn left, etc.</i>) ✓ Option 2 – Using map of Costa Rica, Ls draw two locations from stack of strips of paper and tell how they will travel from one location to the other. (<i>I am going to ride a bus, drive a car, fly, bike, walk, etc.</i> They must include at least one point where they will turn left or right and go straight.) 	15 min

		✓ Option 3 – Using material from the press kit used in Week 2, Ls review and then say how to travel to the various locations.	
Options		Integrated Mini-Project	Time
<ul style="list-style-type: none">– An event with guests from the community who answer questions about what they do for the community and where. Students ask questions in English and then in Spanish.– A story board: “Our favorite place”– A digital or physical magazine– Vod cast-with script– Marketing traveling campaign with a pod cast		<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on:</p> <p>Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week’s lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project.</p> <p>Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on:</p> <p>Acting out: Practicing the mini-project in pairs or groups.</p> <p>For the week of presentation, learners focus on:</p> <p>Responding and sharing: Delivering and participating in peer assessment of mini-project.</p>	<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>
Reflective Teaching			
What worked well	What didn’t work well	How to improve	

Enduring Understanding Reflection

How well did the learners progress in their understanding of the Enduring Understanding?

Week Plan Self-Assessment

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

<i>Learner Self-Assessment</i>			
<i>I can...</i>	<i>Yes</i>	<i>No</i>	<i>In progress</i>
Listen and follow simple directions on how to get from one place to another.			
Write simple descriptions of places, checking for subject-verb agreement, capitalization, spelling and basic punctuation.			
Describe places and ways to move around in a simple spoken presentation.			
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
Show how I have worked with others this week.			

Didactic Planning Week 4

Level: 7 th		Unit: 6
Domain: Socio-Interpersonal and Transactional	Scenario: Getting from here to there	Theme: Knowing what I need and when
Enduring Understanding: Travelling requires planning (in order) to decide where to go, how to get there, what to take and what to do. Essential Question: How can people be smart travelers?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p>Grammar & Sentence Frame</p> <p><u>Prepositions of time:</u> In, on, at</p> <p><u>Present tense</u> (S+V+C) I go to the beach.</p> <p>Vocabulary Travel expenses, schedules, transfer, transportation fare, price, cash, ticket, toll, reservation, form Numbers from 1 to 5 thousand Days of the week Months of the year Time</p>	<p>Function</p> <ul style="list-style-type: none"> Understanding and using travel fares and hotel registrations <p>Discourse Markers</p> <ul style="list-style-type: none"> Connecting words: and, but, because 	<p>Psycho-social</p> <ul style="list-style-type: none"> Being flexible and open to changes when traveling. <p>Proverbs / Quotes</p> <ul style="list-style-type: none"> He who returns from a journey is not the same as he who left. -- Chinese proverb

Phonology			
Short vowel sounds (-at, -en, -ad) in orally stated single syllable words. (e.g., hen, hat, mad, etc.)			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<p>Note: Teacher includes the specific indicators and evidences under each one of the following assessment strategies</p> <p>Learner...</p> <p>R.2 identifies English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>L.2. recognizes</p>	<p>R.2. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>L.2. understand figures and</p>	<p>Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening</p> <p>Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading</p> <p>Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing</p> <p>Written Production: Pre-writing; Drafting; Revising; Editing</p> <p>Pre-teaching</p> <p>Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p>Warm up</p> <p>Recognition/Articulation/Production: The following rhyme is written on the board. T models pronunciation, asks for recognition of -ad sound and Ls repeat and produce. Don't be sad. Don't be mad. Today is the day you won't feel bad. Pick a partner and be glad.</p> <p>Introduce Clock Partners. Ls put a different name in each space and say "<i>Name of L, you are my 12 o'clock partner,</i>" etc. That person must then put the name of the speaker in the same spot on their clock.</p> <p>To do the following activity you will need calendars and a spinner or use 1 dice or two and roll in order to randomly select the time that partners must perform the following:</p> <ul style="list-style-type: none"> 12 o'clock partners – Go straight to the trash can. 1 o'clock partners – Turn left and walk 3 steps. 2 o'clock partners – Turn right and walk 5 steps. 3 o'clock partners – Jump up 4 times. 4 o'clock partners – Sit down 2 times. 5 o'clock partners – Stand near the teacher's desk. 	<p>5 min</p> <p>20 min</p>

<p>figures and times given in clear announcements, for example at the airport or at a bus station.</p>	<p>times given in clear announcements, for example at the airport or at a bus station.</p>	<ul style="list-style-type: none"> ▪ 6 o'clock partners – Go to the calendar and show your birthday. ▪ 7 o'clock partners – Stand between your partner and the wall. ▪ 8 o'clock partners – Stand next to another pair of partners. ▪ 9 o'clock partners – Stand in front of the door. ▪ 10 o'clock partners – Stand behind your desks. ▪ 11 o'clock partners – Go to the calendar and point to today. <div data-bbox="689 587 1218 1066"> <p>The diagram is a circular worksheet titled "My Clock Partners". It consists of a central circle with the text "Your Name" and a horizontal line for writing. Surrounding this is a larger circle divided into 12 equal segments, each numbered from 1 to 12, representing the hours of a clock. The numbers are placed at the top of each segment: 12 at the top, 1 at the top-right, 2 at the right, 3 at the bottom-right, 4 at the bottom, 5 at the bottom-left, 6 at the left, 7 at the top-left, 8 at the top, 9 at the top-right, 10 at the right, and 11 at the bottom-right.</p> </div> <p>Pre-task: listening to speak</p> <ul style="list-style-type: none"> ✓ Provide and ask Ls to say aloud words from a word bank (filling in ones they do not know) and then distribute a worksheet such as the one found here on months and days of the year for Ls to complete. Option is to assign segments of the sheet to different groups so that Ls share their work with another group rather than complete entire 	<p>20 min</p>
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W.1. fills in a hotel registration form with personal details.	(ticket, reservation, passport) W.1. fill in a hotel registration form with personal details.	Post-task: writing <ol style="list-style-type: none"> Pre-writing – T models completion of a hotel registration form. (Options available at http://setupmyhotel.com/formats/fo/112-registration-cards-in-hotels.html) Drafting – Ls complete as much of the form as they can independently. Revising – Ls work with a Clock Partner to add additional info they may not have known previously. Editing – Ls make final corrections and present to T as an Exit Ticket for the day. 	
Options	Integrated Mini-Project		Time
<ul style="list-style-type: none"> An event with guests from the community who answer questions about what they do for the community and where. Students ask questions in English and then in Spanish. A story board: “Our favorite place” A digital or physical magazine Vod cast-with script Marketing traveling campaign with a pod cast 	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>For the first and second weeks, learners focus on: Participating: Brainstorming, discussing, negotiating, making decisions and selecting the work strategies, resources and the mini-project. After each week’s lesson, learners identify which learning tasks completed that week could be adapted for use in their chosen Integrated Mini-Project. Thinking: planning creating and outlining collaboratively the language content and strategies.</p> <p>For the third and fourth weeks, learners focus on: Acting out: Practicing the mini-project in pairs or groups.</p> <p>For the week of presentation, learners focus on: Responding and sharing: Delivering and participating in peer assessment of mini-project.</p>		<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>

Reflective Teaching			
What worked well	What didn't work well	How to improve	
Enduring Understanding Reflection How well did the learners progress in their understanding of the Enduring Understanding?			
Week Plan Self-Assessment			
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)			
Learner Self-Assessment			
I can...	Yes	No	In progress
Listen and recognize figures and times given in clear announcements.			
Listen and recognize the main idea of presentations related to places, goods, and services.			
Describe weekend or holiday plans (in a spoken presentation).			
Fill in a hotel registration form.			
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
Show how I have worked with others this week.			

**Didactic Planning
Weeks 5 and 6
Review and Integrated Mini-Project**

Level: 7 th		Unit 6: Getting from here to there	
Enduring Understanding: Travelling requires planning (in order) to decide where to go, how to get there, what to take and what to do. Essential Question: How can people be smart travelers?			
Learn to Know		Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame <input type="checkbox"/> Did Ls use all sentence frames? Vocabulary <input type="checkbox"/> Did Ls say aloud and write all vocabulary? Phonology <input type="checkbox"/> Did Ls recognize, articulate and produce phonological sounds?		Function <input type="checkbox"/> Did Ls use all functions? Discourse Markers <input type="checkbox"/> Did Ls practice connecting words: and, but, because?	Psychosocial Did Ls show evidence of ... <input type="checkbox"/> Being aware and committed to protecting the environment <input type="checkbox"/> Appreciating natural wonders Sociocultural <input type="checkbox"/> Did Ls practice idioms and quotes?
Assessment Strategies & Evidences	Learner can		Didactic Sequence Mediation Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing
<input type="checkbox"/> Did Ls achieve	<input type="checkbox"/> Can Ls do all	Referencing notes from formative assessments throughout the weeks, repeat activities to	
		All of week	

all learning outcomes?	tasks?	strengthen Ls in weaker areas or select from Optional Activities that follow these plans.	5 or 6
Options		Integrated Mini-Project	Time
<ul style="list-style-type: none"> – An event with guests from the community who answer questions about what they do for the community and where. Students ask questions in English and then in Spanish. – A story board: “Our favorite place” – A digital or physical magazine – Vod cast-with script – Marketing traveling campaign with a pod cast 		<p>By allowing time for the Mini-Project each week for participating, thinking, and acting out, learners should now have a chosen project and determined content and strategies. In the presentation week Ls focus on:</p> <p>Responding and sharing: Participating in individual and peer assessment of mini-project.</p> <p>Teachers monitor</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did Ls use English during all aspects of Integrated Mini-Project? <input type="checkbox"/> How did project presentations reflect understanding and/or mastery of Can Do statements? <input type="checkbox"/> Did Ls put into practice the focus of Learning to Be and Live in Community? <input type="checkbox"/> Did the Integrated Mini-Project provide answers to the Essential Question? 	All of week 5 or 6 of unit

7th Grade – Short texts and Dialogues

Unit 6: Getting from Here to There

Week 1 Theme: Knowing Where I Want to Go

Dear Diary,

Today was a very good day. I woke up at 6:00 am, got ready for school, and kissed my mom goodbye. On the walk to school I saw my uncle, Tio Rigo, going into the supermarket (the Maxi Pali in between the church and the park, not the Pali in front of the bank). Tio Rigo asked me to wait for him while he went inside the grocery store. When he came back out, Rigo had a big box with a cake inside.

Rigo said: Mijo, on your way to school please give this cake to Mrs. Gonzalez. It is a surprise birthday cake for her husband, Mr. Gonzalez!

Then I said: Yes, uncle! With pleasure. How do you get to Mrs. Gonzalez' house?

Uncle Rigo said: Thank you, Mijito. Mrs. Gonzalez' house is on the main street, not far from the convenience store, Musmanni. From here, walk straight and pass the park on your right. When you walk two blocks, or 200 meters, turn right. Follow the signs for the Pizza Restaurant. After one block, or 100 meters, turn left. You will see Mrs. Gonzalez' house on the right. It has a red gate and a big mango tree in the front yard. Keep your eyes peeled! If you come to the soccer field, then you've gone too far! Now hit the road, Jack! I don't want you to be late for school!

I was so thankful for my Uncle's directions, because I am directionally challenged. Mrs. Gonzalez was so pleased about the cake she gave me a bag of mamón to give to my Uncle Rigo. Now I have to find him tomorrow and give it to him! Oh well!

Post Script,

I ate three of them. Don't tell!



DIRECCIÓN DE DESARROLLO CURRICULAR
Departamento de Tercer Ciclo y
Educación Diversificada
Asesoría Nacional de Inglés



Week 2: Knowing Where It Is

Mom: (looking at her phone) Trip Advisor says there are many things to do in San Jose. I need you to look at the map and help me plan our day in the capitol.

Son: How far is it to San Jose?

Mom: I think the bus ride is 2 hours. When we arrive I want to go to one of the museums. I think the Pre-Colombian Gold Museum is next to the National Theater. Both would be good to see.

Son: (looking at phone) I see both of those places on the city map I found on my phone. The museum is under the Plaza de Cultura.

Mom: So the plaza is between the museum and the theater?

Son: That is what it looks like on the map.

Mom: Where is the post office? It is an old building and very pretty.

Son: The post office is a few blocks away.

Mom: There is a McDonalds on the opposite side of the street from the post office. So we can get an ice cream after we walk!





DIRECCIÓN DE DESARROLLO CURRICULAR
Departamento de Tercer Ciclo y
Educación Diversificada
Asesoría Nacional de Inglés



Week 3: Knowing How to Get There

Jack: Mrs. Gonzalez, my uncle Rigo said he enjoyed the mamón very much! He wanted me to give this papaya to you.

Mrs. Gonzalez: That's very kind of him. Tell him I said thank you.

Jack: I will!

Mrs. Gonzalez: Before you go, I want you to give this fabric to Rigo's wife, Sylvia. She is making clothes for your mom's baby shower.

Jack: Thank you! I know my new baby brother will appreciate it!

Mrs. Gonzalez: Ok, hit the road and get going Mijo!

Jack: Where is Sylvia's house? I should know, but I'm directionally challenged.

Mrs. Gonzalez: That's ok, Mijito. From here you take a right at the end of the block, then keep straight for 400 meters, or four blocks. When you see the bank on the left and the Pali on the right, turn right. Walk down 200 meters, or two blocks, then turn left at the high school and walk down 100 meters, or one block. If you come to the river, then you've gone too far. Sylvia's house will be on the right. There is a cas tree in front of the house with a green pet parrot. The color of the gate is black and the house is blue.

Jack: Ok Mrs. Gonzalez. Here I go!

Mrs. Gonzalez: Ok, Jackito. Oh and don't tell your mother what the present is! The clothes will be a surprise!

Jack: Yes ma'am!



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Week 4: Knowing How to Get There

Use the tool found at <https://www.inspirock.com/costa-rica/trip-planner-d711096685?gclid=CLmAjNrP888CFcNZhgodDcsPsA> or refer to the screen captures below. Learners can talk about time, transportation, costs, etc.

inspirock[®]
Inspiration to see the planet
+ New plan
My plans (4)
Log in

4
DAYS

in

Costa Rica
Nov 10 - Nov 13, 2017

CREATED BY US · CUSTOMIZED BY YOU

ROUTE

DAY BY DAY

EXPLORE

WHERE TO STAY

...

My Route

1 La Fortuna de San Carlos

2 Manuel Antonio National Park

EDIT

Su	M	T	W	Th	F	Sa
					NOV 10	11
12	13					

edit route

inspirock®
Inspiration to see the planet
+ New plan
My plans (4)
Log in

ROUTE
DAY BY DAY
EXPLORE
WHERE TO STAY

LIST
CALENDAR
MAPS

La Fortuna de San Carlos
DAY 1 DAY 2 DAY 3
Manuel Antonio National Park
DAY 4

DAY 1
in
La Fortuna de San Carlos
viernes noviembre 10

14 minutes
get details

10:00am
8h

Tabacon Hot Springs
★★★★☆ (3,000+ reviews)
Soak in the volcanic surroundings at Tabacon Hot Springs, a spa resort in the heart of Costa Rica's rainforest. The... more

14 minutes
get details

Find a hotel in La Fortuna de San Carlos

424

ROUTE

DAY BY DAY

EXPLORE

WHERE TO STAY

...

LIST

CALENDAR

MAPS

EDIT DAY BY DAY

La Fortuna de San Carlos

DAY 1

DAY 2

DAY 3

Manuel Antonio National Park

DAY 4

DAY 2 in La Fortuna de San Carlos

sábado noviembre 11

8 minutes (get details)

10:00am

- 1h 30m +

La Fortuna Waterfall

★★★★★ (4,800+ reviews)

A short drive from town, La Fortuna Waterfall offers an idyllic place for swimming, picnicking, and relaxing. Fed by the...[more](#)

5 minutes (get details)

12:00pm

- 3h 30m +

River Rafting & Tubing

★★★★★ (3,000+ reviews)

5 choices available

More info

10 minutes (get details)

4:00pm

- 1h 30m +

Arenal Natura Ecological Park

★★★★★ (420+ reviews)

Meet the animals at Arenal Natura Ecological Park, an educational animal park. Set against a backdrop of Arenal volcano...[more](#)

10 minutes (get details)

^ Back to top

Send Feedback

425

The screenshot displays a travel itinerary application interface. At the top, there are navigation tabs: ROUTE, DAY BY DAY (selected), EXPLORE, and WHERE TO STAY. Below these are icons for LIST, CALENDAR, and MAPS, along with an EDIT DAY BY DAY button. The main content area shows a route starting from La Fortuna de San Carlos (Day 3, domingo noviembre 12) and ending at Manuel Antonio National Park (Day 4). The itinerary includes two activities: Baldi Hot Springs (10:00am, 2h 30m duration) and Adrenaline & Extreme Tours (1:00pm, 3h duration). Each activity has a rating, reviews, and a 'More info' button. The bottom of the screen shows the distance to the destination: 157 KMS TO MANUEL ANTONIO NATIONAL PARK, with a 'travel options' dropdown.

ROUTE

DAY BY DAY

EXPLORE

WHERE TO STAY

LIST

CALENDAR

MAPS

EDIT DAY BY DAY

La Fortuna de San Carlos

DAY 1

DAY 2

DAY 3

Manuel Antonio National Park

DAY 4

DAY 4 in Manuel Antonio National Pa...

lunes noviembre 13

1 minute (get details)

10:00am

- 5h 30m +

Parque Nacional Manuel Antonio

★★★★★ (4,600+ reviews)

Teeming with wildlife, Parque Nacional Manuel Antonio provides a home for diverse species that include sloths, monkeys... more

15 minutes (get details)

4:00pm

- 2h +

Spas & Wellness

★★★★★ (280+ reviews)

1 choice available

More info

12 minutes (get details)

427

7th Grade – Phonology: Short Vowel Sounds

Unit 6: Getting from Here to There

Theme Knowing where I want to go	Theme Knowing where it is	Theme Knowing how to get there	Theme Knowing what I need and when
Phonology Short vowel sounds (-at) in orally stated single-syllable words. (e.g. hat)	Phonology Short vowel sounds (-en) in orally stated single-syllable words. (e.g., pen)	Phonology Short vowel sounds (-ad) in orally stated single-syllable words. (e.g. mad)	Phonology Review short vowel sounds (-at,-en, -ad)
Activity Why is there a difference? Take this time to explain to students the physical difference between the types of consonants and why they affect vowel length. You can show the difference on a physical level but having them feel the vibration their throats produce with saying voiced consonants.	Activity Do you know when? Using the vocabulary that corresponds to this theme. Provide students with examples of long and short vowels in order for them to naturally recognize the difference and distinguish when and where each appears. The goal of this would be for them to understand the context and have them correctly pronounce written text on their own.	Activity Text Based Production Have the students practice recognizing the words in one of the texts provided with this unit that they have already seen. Since they have practiced before but with isolated words from the previous theme seeing new words in different context should challenge them. As mentioned before having them practice natural recognition of the words will only help them when it comes to speech.	Activity Text Based Recognition Instead of having the students read anything give each a new text about an unknown location. Have them mark the short and long vowels according to the rules discussed before in the classroom. Reinforcing the recognition of these rules will help them when it comes to reading out loud and then eventually speaking.

Background

The reason as to why short vowel sounds exist is due to the two types of consonants that are present in the English alphabet. These two types of consonants are voiced and voiceless. A voiceless consonant is one that does not create a vibration when the phoneme is produced by itself. An example of this would be the consonant /t/. If one were to hold their neck as they produce this sound they would notice that no vibration

is felt as the air travels through the neck. In comparison a voiced consonant does the opposite in that it creates a vibration when the phone is produced. An example of this would be /d/. When one produces the phoneme they immediately feel the vibration in their throats as the air escapes from their lips. A great way to show this contrast is by comparing two similar words that differ in their final consonant, “wet” and “wed”. As mentioned before /t/ is a voiceless consonant and /d/ is a voiced consonant. When both of these words are said the impact that the difference has on the vowel is evident in how long the speaker holds it out. In “wet” the /e/ is short due to the lack of vibration from the consonant that immediately follows it. In “wed” however the speaker can notice the difference in just how long the /e/ is produced when saying the word. As mentioned before the reason for this is due to the vibration that is produced when enunciating the /d/ phoneme.

With this in mind, an appropriate use of this information for classroom exercises would be the production and recognition of these sounds in a series of different contexts. Having students read a text that shows the variety of vowel lengths that exist due to the vowel/consonant combinations would be optimal in communicating the message.

Long and Short Vowel Memory Game

Objective: Repeat and practice examples of the long and short vowel sounds

1. Create a memory game in which the matching pairs of the long and short versions of each vowel are written on separate cards.
2. Learners must read the words aloud and match the card with the long sound to the card with the short sound.
3. Examples:
 - a. Apple & Acorn
 - b. Elephant & Eagle
 - c. Igloo & Ice Cream
 - d. Octopus & Oval
 - e. Umbrella & Unicorn

Dictation of Vowels

Objective: To recite a text that shows differences in vowel length and pronunciation. The vowel and consonant combinations may be the same but due to a contrasting final phoneme their pronunciation varies in comparison. For example:

I take it you already know
 Of tough and bough and cough and dough?
 Others may stumble but not you,
 On hiccough, thorough, laugh and through.
 Well done! And now you wish, perhaps,
 To learn of less familiar traps?

Beware of heard, a dreadful word
 That looks like beard and sounds like bird,
 And dead: it's said like bed, not bead—
 For goodness' sake don't call it 'deed'!
 Watch out for meat and great and threat
 (They rhyme with suite and straight and debt).

A moth is not a moth in mother
 Nor both in bother, broth in brother,
 And here is not a match for there
 Nor dear and fear for bear and pear,
 And then there's dose and rose and lose—
 Just look them up—and goose and choose,
 And cork and work and card and ward,
 And font and front and word and sword,
 And do and go and thwart and cart—
 Come, come, I've hardly made a start!
 A dreadful language? Man alive!
 I'd mastered it when I was five!

From a letter published in the London *Sunday Times*
 (3 January, 1965)

1. Copy the words that are examples of long and short vowel sounds onto cards. Before reading for the first time. Review the words and ask Learners to identify if the word goes in the short or long column (or short or long bag or whatever way you choose to separate the words.)
2. Copy the reading and then cut it into parts with each part numbered. Distribute parts to the learners and then have them line up in order. Ask if there are words that they do not know. Assist with those words.

3. Learners then present reading to the class.
4. All learners make note of the differences in the pronunciation of various words and the vowel lengths that present themselves in the text. (Note: Having students realize the difference and reason for this variation is critical for the development of proper pronunciation. If the students can understand the reason as to why they need to produce the sounds a certain way then they will develop the habit of naturally producing the word due to their repetition of the word while reading text.)

7th Grade – Optional Activities

Unit 6: Getting from Here to There

Theme 1: Knowing where I want to go

Warm Up Activities

Entrance tickets/tasks:

- Learners get either of a place or a good upon entering the classroom. They must find the partner with the corresponding good or place.
- Learners bring images of places in town to be reviewed with the class.
- Learners make two circles facing each other. Learners are opposite each other and in their pair they tell their partner what good they have. The partner must guess the corresponding place. Then they switch and the other partner must guess the place. Then one of the circle moves so each student has a new partner.

Activating Prior Knowledge - Brainstorming

- What are the most important places in my town or city? Which places are most frequented? Why?
- Adapt the essential question and discuss: How can people be smart travelers?
- What's your favorite place in town? Why? (using the connecting words **because** and **and**)
- What additional place or places can make your town better?

Introducing different text types (visual aids, technology, graphic organizers, etc.)

- Making lists about places: most important to least important to you, most frequented to least frequented to you (T chart).
- Put places into two groups: essential or non-essential; provides goods or provides a service (T chart).
- Learners make a personal dictionary with the images of places in town they brought.

Oral and Written Comprehension

- Reading and Listening for places around town with learners answering answers with the correct places. Several activities like matching and multiple choice questions are available on the site. <http://drewsesfluencylessons.com/4-beginner/around-the-town/esl-listening-activity-for-places-in-town/>
- Reading and Listening about places. The script and activities are available. <http://www.learning-english-online.net/language-course/unit-3-the-new-home-town/reading-and-listening-story/>
- Quiz about places http://www.allthingstopics.com/uploads/2/3/2/9/23290220/quiz_placestown.pdf
- Reading about a girl's town complete with true/false and reading comprehension questions https://en.islcollective.com/resources/printables/worksheets_doc_docx/the_place_where_i_live_reading_comprehension/people-elementary-a1/45961

Oral and Written Production

- Bingo sheets with images of places. The teacher or another learner will say the good/service and the learners mark the correct place on their bingo sheet.
- Flyswatter: Teacher will have images of places on the board. The teacher will say a good/service and the first learner among two to hit the image with the flyswatter wins. Can be done with images of good/service on the board and the teacher names a place
- Matching goods/services with the correct place <http://drewsesfluencylessons.com/4-beginner/around-the-town/english-places-in-town-fill-in-the-blanks-worksheet/> or http://www.allthingstopics.com/uploads/2/3/2/9/23290220/wordbank_placestown-15.pdf
Or with images <http://drewsesfluencylessons.com/4-beginner/around-the-town/esl-locations-in-town-vocabulary-matching-exercise/>
- Pictionary: learners draw a good/service on the board and the other learners must say where that learner is going to
- Use examples of sentences that need to have the words placed in the right order to make sense. Sentences are about the goods or services that each place offers. Teachers can add variation by changing the good/service so that it is incorrect and the learner has to put the correct one. <http://drewsesfluencylessons.com/4-beginner/sentence-building-worksheet-for-esl-around-the-town-vocabulary>

- Use a worksheet where learners name the good found at the place, as well as unscramble and match sentences based on goods and services. Additionally, the first half of the worksheet can be used for theme 2 and prepositions of place.
https://en.islcollective.com/resources/printables/worksheets_doc_docx/shops_in_town/shopping-shops-town/571
unscrambling the sentence can also be done as a human sentence, where each learner is given a word and must work as a team to put the sentence in the correct order.
- Learners are given images of a person or people as well as goods/services and must create a sentence indicating who *is going* where for what reason
- Learners write sentences to describe why someone goes to a certain place. Ex: You go to the bank because you need money.

Theme 2: Knowing where it is

Warm Up Activities

Entrance tickets/tasks:

- Learners bring a homemade map/illustration of their town labeled with places.
- Learners are told a good or service and asked to name the place in order to take a seat.
- Learners are paired off and shown an image of a place in town and give the name in English. First one to answer, wins. The game continues until there is one overall winner.

Songs:

- Video reviews places in town and also introduces prepositions of place
<https://www.youtube.com/watch?v=Kfzyc4m9jVk>
- Use song and hand motions that are demonstrated at end of this video https://www.youtube.com/watch?v=n0a_Z0mnY1g. Words are sung to tune of Brother John: In, on, under, in, on, under, in front of, in front of, behind, beside, behind, beside, in front of, in front of.

Other Activities:

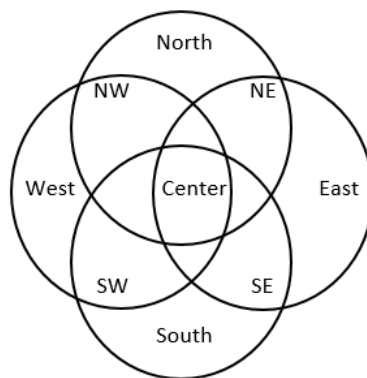
- TPR: to teach learners how to use prepositions of place. Teacher can give commands to learners in relation to their desk, chair, or other classroom objects.

Activating Prior Knowledge -- Brainstorming

- Brainstorm how many different questions you can ask about a place using “wh” questions.
- Adapt the essential question and discuss: How can people be smart travelers?

Introducing different text types (visual aids, technology, graphic organizers, etc.)

- Organize places in a list from the closest to the farthest from the high school or student’s house.
- Learners make a personal dictionary with images to show prepositions of place (in, on, next to, near, between, in front of, opposite, behind).
- Make a Venn diagram of your town or city, with the categories of North, South, East and West and put each place in the town in the proper quadrant. Make the Venn diagram as such (can be simplified depending on town size):



Oral and Written Comprehension

- In small groups, learners must ask each other the following “wh” questions orally for practice (as well as practice of “going to” form the previous theme):

“where are you going?”
“who are you going with?”
“when are you going?”
“how long are you going for?”
“how are you going?”
“why are you going?”

Learners will be provided as many or few answer prompts as the teacher desires. One learner will answer all the questions and then it will be the next learner’s turn. Each learner should practice asking each question once and answering all the questions.

- Listening comprehension for prepositions of place and places in town. Example 1: <http://www.esl-lab.com/eslbasic/travel-sightseeing-2.htm>
Example 2: <http://www.esl-lab.com/eslbasic/travel-sightseeing-sc1.htm>
- With a blank map, the teacher can read to the learners where to label the places with the assistance of prepositions of place.
- Reading about a town and correctly labeling a map with the missing locations mentioned in the reading
https://en.islcollective.com/resources/printables/worksheets_doc_docx/this_is_my_town/prepositions-of-place/82916

Oral and Written Production

- A blank map activity where learners can put places on the map according to directions from a peer or the teacher. The teacher uses prepositions to guide the learners. Teacher can also refrain from saying the place and rather only describe the place by the good/service offered there. This map can also be used further in Theme 3 with giving directions. This map available for download at this link is completely blank: <http://busyteacher.org/9754-map-activity.html>
This map has some descriptions already there for the learners of goods/services offered: <http://busyteacher.org/7488-giving-directions-shops.html>
- Game with the instructions provided to be used for matching goods/services with places and also giving directions. Or learners can respond to questions about what good/service belongs to which place, as well as describing where the place is using prepositions of place. <http://busyteacher.org/14833-directions-and-places-game.html>

- Learners are given a map and must put the correct preposition of place to make each sentence true
https://en.islcollective.com/resources/printables/worksheets_doc_docx/where_are_you/prepositions-of-place/71069
Similar to the one above, but also includes directions (for Theme 3)
https://en.islcollective.com/resources/printables/worksheets_doc_docx/do_you_know_my_town/prepositions-giving-directions/13170
- Multi-faceted worksheet that includes matching goods/services with places, putting correct prepositions of place, and using “there is/are” and “wh” questions properly https://en.islcollective.com/resources/printables/worksheets_doc_docx/my_city/prepositions-city-city/1329
- Based on a provided map, learners must create 5 true sentences after being given different places and prepositions
- Learners write answers based on the map. It is about prepositions of place and there is/are.
https://en.islcollective.com/resources/printables/worksheets_doc_docx/prepositions_of_place/prepositions-city-there/35635
- Learners practice writing their addresses and that of their peers; or telling generally where their house is located and the houses of friends/family.

Theme 3: Knowing how to get there

Warm Up Activities

Entrance tickets/tasks:

- Learners bring homemade maps of your town or city and share as part of a Do Now activity looking for how they are alike and different.
- Play 4 corners with types of transportation (by air, by sea, by road, by rail) and reviewing locations from throughout the year.
- Tossing a ball amongst the learners with images of transportation modes. Whatever the learner's left thumb is on the learner must say.

Songs:

- Video shows how to get to two separate locations. Can use fill in the blank for the directions. Can ask follow up questions such as, “What side of the street is the bank/school on?”
<https://www.youtube.com/watch?v=AgTkKGM0TWE>
- Top 30 transportation mode songs of all time http://www.ranker.com/list/top-30-modes-of-transportation-songs-of-all-time/junior53?var=4&utm_expid=16418821-179.vk2qM_coRrOMcxn9T2riGQ.3

Other Activities:

- Video where a girl is asked to go to the Post Office by her mother and asks for directions
<https://www.youtube.com/watch?v=iBbRRuelUrE>
- Video where learners ask for directions to the science museum
<https://www.youtube.com/watch?v=lfT4XhfUFkk>

Activating Prior Knowledge -- Brainstorming:

- What are the safest modes of transport? Quickest? Most interesting?
- Most common forms of transportation in your town? Which is your favorite? Which do you want to try?
- Adapt the essential question and discuss: How can people be smart travelers?

Introducing different text types (visual aids, technology, graphic organizers, etc.)

- Cluster Chart: Different ways to say “turn left,” “turn right,” and “go straight” (examples: go left/right, continue straight, follow this road, make a left/right)
- Cluster Chart: transportation. Branches can include land, sea, air and then motorized, manual
- List modes of transportation into the following categories: least expensive to most expensive, slowest to fastest, most environmentally friendly to least.
- Learners make a personal dictionary of images of modes of transportation.

Oral and Written Comprehension

- Listening to a man describe how he gets to work in the morning. Pre-listening activities include reviewing any key terms, or discussing how learners’ parents commute, or learners’ own commute. Listening exercises can be a gap-fill with the dialog. Post listening discussion as well. <http://www.dailyesl.com/bus-travel.htm>
- A listening exercise that introduces many ways to give directions. And a listening exercise that can be turned into a dictation.
http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1212_how_to_instruct/page2.shtml
- Listening to directions and answering questions based on a map <http://www.esl-lab.com/eslbasic/travel-sightseeing-3.htm>
- Combination of answering questions in writing with prepositions of place and giving directions
https://en.islcollective.com/resources/printables/worksheets_doc_docx/asking_for_directions_there_be_prepositions_directions_map_boardgame_4_tasks_24_cards_4_suggestions_for_the_use_of_the_ws_4_pages_editable/prepositions-giving-directions/3294

- From the online Cyberlab, a combination of activities for writing, reading and listening that involve modes of transportation, there is/are, and wh questions. [look at: A2 (modes of transport); B1, B2, B3 (listening on modes of transportation); C1, C3 (there is/are); D1, D2, D3(reading on modes of transportation)] http://cyberlab.ucr.ac.cr/cyberlab/booklets_learners/booklet_8th/unit4_8th_booklet.pdf
 here is the accompanying listening component:
http://cyberlab.ucr.ac.cr/cyberlab/octavo/cyberlab_8th/quizzes/hpotatoe/Unit4_listening_storyaboutspeeking.htm
- [A2, A3, A4 (modes of transport); B1, B2, B3 (listening on modes of transportation)]
http://cyberlab.ucr.ac.cr/cyberlab/booklets_learners/booklet_9th/unit5_9th_booklet.pdf
 Here is the accompanying listening component:
http://cyberlab.ucr.ac.cr/cyberlab/noveno/cyberlab_9th/units/unit5/turn_it_up/while_listening/U5-R-1.mp3
- [A2, A3, A4 (prepositions of place and directions); B1, B2, B3 (listening to directions); C1, C2, C3 (prepositions of place); D1, D2, D3 (reading about giving directions)] http://cyberlab.ucr.ac.cr/cyberlab/booklets_learners/booklet_8th/unit9_8th_booklet.pdf
 Here is the accompanying listening component:
[http://cyberlab.ucr.ac.cr/cyberlab/octavo/cyberlab_8th/quizzes/hpotatoe/Unit9_listening\(trueand%20false_1\).htm](http://cyberlab.ucr.ac.cr/cyberlab/octavo/cyberlab_8th/quizzes/hpotatoe/Unit9_listening(trueand%20false_1).htm)
- Listening on giving directions <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/giving-directions>

Oral and Written Production

- Means of transportation matching https://en.islcollective.com/resources/printables/worksheets_doc_docx/means_of_transport/transport-preintermediate-a2/13193
- Transportation board game
https://en.islcollective.com/resources/printables/worksheets_doc_docx/transportation_board_game/transport-beginner-prea1/12784
- One student says the good/service he needs and the other student directs him how to get there based on the town map
<http://busyteacher.org/21218-directions-conversation-practice.html>
- An information gap game. Using identical maps but with different locations named, one partner must give directions to the other to tell him how to get to an unnamed place on his/her map
- A treasure hunt where learners must correctly follow directions to name places on a town map <http://busyteacher.org/3055-treasure-hunt-giving-directions-pairwork-activity.html>
- If learners have maps of the own town, they can guide their classmates to some of their favorite or most frequented places by their own route.

- Learners text directions to their house to the teacher.

Theme 4: Knowing what I need and when

Warm Up Activities

Entrance tickets/tasks:

- Bring local bus schedule.
- As they enter ask learners what comes in groups of 12 – eggs, months, inches in a foot. In a circle, students must go say the days of the week in order, one at a time, then months of the year.
- Hot Potato: student with the ball at the end must read a number 1-5000 the teacher writes on the board; or student must give the time written on the board.
- Students are each given a different airplane, train or bus ticket and must answer the following, like in the worksheet
<http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/train-station>

Songs:

- Video on months of the year -- <https://www.youtube.com/watch?v=zCz7Cmllewk> (somewhat childish but has good intro about the number 12)
- Music and words to months of the year song -- <https://www.youtube.com/watch?v=0KxgX30j-so>
- Music and words for days of the week song -- <https://www.youtube.com/watch?v=P77aACD4uIU>

Other Activities:

- Video where girls asks where several things are
https://www.youtube.com/watch?v=tMp2cSX_nqI

Activating Prior Knowledge -- Brainstorming

- What are some activities you do on the weekend but not during the week? And what do you do during the week but not the weekend?
- Adapt the essential question and discuss: How can people be smart travelers?
- What can you do to make a trip cheaper, quicker, and more enjoyable?

Introducing different text types (visual aids, technology, graphic organizers, etc.)

- Using a T-chart, learners make two lists, places you go to on weekends versus places you go to on weekdays.
- Learners make a schedule with the days of the week and the time at which they go to certain places and for what items.
- Calendars
 - <http://www.calendarpedia.com/perpetual-calendar-word-templates.html>
 - http://templatetrove.com/Free_Printable_Calendars.htm

Oral and Written Comprehension

- A listening exercise from the British Council about being at the train station. Features the listening and listening exercises to check for comprehension. <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/trains-and-travel>
- Two worksheets with a listening exercise of the same thing, but each one offers slightly different activities to coincide with the listening. They are about bus schedules. <http://www.esl-lab.com/bus1.htm>
<http://www.esl-lab.com/eslbasic/travel-busschedules-1.htm>
- Two separate listening exercise that both are about train travel and train stations. <http://www.esl-lab.com/trainnew/index.htm>
<http://www.esl-lab.com/vocab/v-train-ticket.htm>
- This worksheet features two conversations that can be adapted for reading comprehension understanding or also listening comprehensions. The worksheets are about people's travel plans and travel options. There is also a gap fill for the third conversation where students pick the most logical phrase and finally the students are invited to make their own conversation <http://www.excellentesl4u.com/esl-travel-conversation.html>
- Analyzing and answering questions based on a train timetable <http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice/train-timetable>
- Answering questions based on a conversation about a bus schedule https://www.wyzant.com/resources/lessons/english/esl/activities_and_quizzes/quizzes/daily_life/bus

Oral and Written Production

- Practice worksheet for prepositions of time.
https://www.wyzant.com/resources/lessons/english/esl/activities_and_quizzes/quizzes/daily_life/travel_plans

- Another introduction and practice worksheets for prepositions of time -- <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/prepositions-time>
- Teachers ask learners when they are going to do certain activities. Learners must use prepositions of time properly. Learners can then ask other students once they understand.
- Learners make a local bus schedule for the buses in their town and take turns telling each other how to get from A to B, etc.
- Days of the week worksheets -- https://en.islcollective.com/resources/search_result?Tags=days+of+the+week&Student_Type=high+school&searchworksheet=GO&type=Printables
- Learners make their own dialogs based on all the previous ones they have seen. It can be between a ticket agent and a customer, a hotel receptionist and a guest, or one person telling another how to get from A to B, etc.
- Filling out a hotel reservation form and making questions from the information http://www.eslflow.com/ESL_Hotel_booking_reservations_ESL_worksheet.pdf
- Learners create timelines of when and how to make it to a party in the following week on a designated time, day and at a specific location.
- Sample travel itineraries -- <http://protravelblog.com/free-travel-itinerary-templates/>

Integrated Mini Project Options

- Learners will create maps of their town, complete with the places, houses, and streets. They will also gather the information for the local bus schedule and time lengths, as well as walking time lengths for places around their town. With this information, learners are going to create a guide to their town as well as suggestions on what to see and how to complete the tour. They will also be able to direct people coming to visit and then leaving again.
- Learners will research a city they want to visit. They will describe how to get there, what they are going to see, and how they are going to get around. The place can be local or abroad.
- Learners can create a song or rap to describe how to get from San Jose to their house.



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- Learners create a roleplay and dialogs to show the experience of someone traveling through the town, including asking for directions to different places, being at the bus terminal, finding a hotel, etc...