

Scope and Sequence

Bilingual Experimental High Schools and Bilingual Groups

Seventh Grade

Each week (10 lessons):

- 8 lessons on Oral and Written Comprehension/ Production
- 1 lesson on Phonology
- 1 lesson for Integrated Project

Each Theme (3 weeks, 30 lessons):

- 24 lessons on Oral and Written Comprehension/ Production
- 3 lessons on Phonology
- 3 lessons for Integrated Project

Each Unit (12 -14 weeks)

- 120 lessons (30 lessons x 4 themes; 12 weeks)
- 2 weeks per Unit for Assessment, additional time for Integrated Project (if needed), other school activities, etc.

- **Important Note: This school year (2021) was divided into two semesters. Due to this fact, the scope and sequence was distributed in a different way. The number of lessons could vary because of school schedules.**

First Semester

**Unit 1:
Let's Meet and Greet
(12-14 weeks)**

**Unit 2:
Hanging Out in My Community (Part 1)
(6-7 weeks)
CEFR Bands A1-A2**

Second Semester

**Unit 2:
Hanging Out in My Community (Part 2)
(6-7 weeks)**

**Unit 3:
Enjoying Spare Time
(12-14 weeks)
CEFR Bands A1-A2**

Theme 1: It Starts with a Handshake (3 weeks)	Theme 2: Me, Myself and I (3 weeks)	Theme 3: Family Ties (3 weeks)	Theme 4: "Whatcha doin'?" (3 weeks)	Theme 1: Fun Places Around Town (3 weeks)	Theme 2: My Fun Favorites (3 weeks)	Theme 3: Where and When is the Fun? (3 weeks)	Theme 4: Fun – Free and Otherwise (3 weeks)	Theme 1: In my community (3 weeks)	Theme 2: In Costa Rica (3 weeks)	Theme 3: In Latin America (3 weeks)	Theme 4: In the world (3 weeks)
<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>	<u>Assessment Can Do's</u>
L1	L5	L2	L1	L3	L8	L1	L4	L2	L3	L5	L1
L4	L7	L3	L6	L5	L9	L2	L6	L4	L6	L9	L8
L7	R5	R3	R6	L7	R2	R3	L10	L7	L10	L11	R2
R2	R7	R8	R3	L11	R3	R5	R3	R1	R2	R2	R10
R3	R3	R1	S13	R1	R11	R6	R4	R2	R4	R6	R11
R4	S12	S12	S15	R3	S12	R8	R7	R3	R5	R9	S16

SI1 SI2 SI6 SI7 SI8 SP1 W1	SI3 SI4 SI10 SP3 W2 W5	SI4 SI9 SP2 SP4 W3 W4	SI9 SI11 SP2 SP4 W4 W6	R10 SI7 SI8 SP5 W4	SI9 SI11 SP1 SP3 W3	SI3 SI6 SI10 SP2 SP4 W2	R9 SI1 SI4 SI5 SP6 SP7 W1	R7 SI1 SI8 SP1 W1	R8 SI2 SI4 SP2 W2	R12 SI3 SI5 SP3 SP4 W3 W5	SI7 SP5 SP7 W4 W6
<u>Functions</u> <ul style="list-style-type: none"> Greeting People Introducing oneself and other people Asking for and giving personal details Asking for and giving information about routines and habits <u>Discourse Markers</u> <ul style="list-style-type: none"> Opening a dialogue Closing 	<u>Functions</u> <ul style="list-style-type: none"> Asking for and giving personal details Using numbers related to personal information Completing forms <u>Discourse Markers</u> <ul style="list-style-type: none"> Correcting oneself 	<u>Functions</u> <ul style="list-style-type: none"> Asking for and giving spelling of familiar words Asking for and giving personal details Asking for and giving information about routines and habits 	<u>Functions</u> <ul style="list-style-type: none"> Asking and telling time and date Asking for and giving information about routines and habits <u>Discourse Markers</u> <ul style="list-style-type: none"> No, sorry. 	<u>Functions</u> <ul style="list-style-type: none"> Following and giving simple instructions Understanding simple signs and notices Talking about food and ordering meals <u>Discourse Markers</u> <ul style="list-style-type: none"> Hesitation (Let me see...) Asking for clarification (Can you repeat please...) 	<u>Functions</u> <ul style="list-style-type: none"> Describing habits and routings; giving personal information Asking and answering questions about personal possessions 	<u>Functions</u> <ul style="list-style-type: none"> Telling time Asking and giving directions <u>Discourse Markers</u> <ul style="list-style-type: none"> Hesitation (Let me see...) Asking for clarification (Can you repeat please...) 	<u>Functions</u> <ul style="list-style-type: none"> Asking for repetition and clarification Understanding using prices and numbers <u>Discourse Markers</u> <ul style="list-style-type: none"> Hesitation (Let me see...) Asking for clarification (Can you repeat please...) 	<u>Functions</u> <ul style="list-style-type: none"> Describing what people are doing, sports, touristic places and holidays in Costa Rica <u>Discourse Markers</u> <ul style="list-style-type: none"> Hesitation (Let me see...) Asking for clarification (Can you repeat please...) 	<u>Functions</u> <ul style="list-style-type: none"> Asking for and giving information about tourism, telling people the time, day and/or date and for repetition and clarification <u>Discourse Markers</u> <ul style="list-style-type: none"> Hesitation (Let me see...) Asking for clarification (Can you repeat please...) 	<u>Functions</u> <ul style="list-style-type: none"> Following and giving simple instructions and giving directions about holidays in Costa Rica <u>Discourse Markers</u> <ul style="list-style-type: none"> Hesitation (Let me see...) 	<u>Functions</u> <ul style="list-style-type: none"> Describing celebrations around the world <u>Discourse Markers</u> <ul style="list-style-type: none"> Asking for clarification (Can you repeat please...)
<u>Grammar</u> <ul style="list-style-type: none"> Y/N questions Prepositions Simple present Pronouns: simple, personal There is/are 	<u>Grammar</u> <ul style="list-style-type: none"> Possessives Personal information/ Y/N questions Possessive adjectives To be, including question + negative 	<u>Grammar</u> <ul style="list-style-type: none"> Y/N question Possessives Possessive adjectives Frequency adverbs Simple present 	<u>Grammar</u> <ul style="list-style-type: none"> Y/N questions Present continuous Prepositions of time, incl in/on/at Common preposition of place 	<u>Grammar</u> <ul style="list-style-type: none"> To be, including question + negatives There is/are Present simple Past simple of "to be" 	<u>Grammar</u> <ul style="list-style-type: none"> Simple past Comparatives and superlatives Verb + ing: like/ hate/ love Pronouns: simple, personal 	<u>Grammar</u> <ul style="list-style-type: none"> Going to Prepositions, common Prepositions of place Prepositions of time, including in/ on/ at Modals: can/ can't 	<u>Grammar</u> <ul style="list-style-type: none"> Present progressive Questions Present continuous I'd like How much/ how many and very common 	<u>Grammar</u> <ul style="list-style-type: none"> Simple present Simple past Imperatives (+/-) Intensifiers – very basic 	<u>Grammar</u> <ul style="list-style-type: none"> Possessive adjectives Possessives Present progressive Prepositions of place Modals: can/ can't could/ couldn't 	<u>Grammar</u> <ul style="list-style-type: none"> Present continuous Past simple of "to be" Past simple Prepositions of time, including in/ on/ at Adverbs of frequency 	<u>Grammar</u> <ul style="list-style-type: none"> Present simple There is/are Questions Comparatives and superlatives Going to

				<ul style="list-style-type: none"> • Adverbs of frequency • Adjectives: common and demonstrative • Simple present 	<ul style="list-style-type: none"> • Possessive adjectives • Possessives • Possessive and personal pronouns 	<ul style="list-style-type: none"> could/ couldn't • Imperatives 	<ul style="list-style-type: none"> uncountable nouns • Intensifiers – very basic 	<ul style="list-style-type: none"> • Pronouns: simple, personal • To be, including question + negatives 		<ul style="list-style-type: none"> • Adjectives: common and demonstrative 	
<u>Vocabulary</u> <i>*More as needed</i>	<u>Vocabulary</u> <i>*More as needed</i>	<u>Vocabulary</u> <i>*More as needed</i>	<u>Vocabulary</u> <i>*More as needed</i>	<u>Vocabulary</u> <i>*More as needed</i>	<u>Vocabulary</u> <i>*More as needed</i>	<u>Vocabulary</u> <i>*More as needed</i>	<u>Vocabulary</u> <i>*More as needed</i>	<u>Vocabulary</u> <i>*More as needed</i>	<u>Vocabulary</u> <i>*More as needed</i>	<u>Vocabulary</u> <i>*More as needed</i>	<u>Vocabulary</u> <i>*More as needed</i>
<p>Have a good one. Hi there! See you soon. See you later. Goodbye Bye What's up? How are things? How's it going? Take it easy. Catch ya later! Gotta go! Take care. Great to see you. Nice to meet you. What's happenin'? How are you doing today? Hey, Later, Howdy</p> <p>Classroom rules, instructions, routines</p> <p><u>Idioms</u></p>	<p>I'm from ____. I am ____ (nationality, e.g. Costa Rican, Colombian). I am ____ years old. My address is ____ My phone number is ____. tall, short, large, small, tiny, huge, straight, curly, intelligent, favorite, weird strange, witty</p> <p><u>Idioms</u> down to earth a gut feeling</p> <p><u>Quotes</u> Insist on yourself. Never imitate.~</p>	<p>Mother Mom Mommy Dad Father Daddy Sister Sis Brother Bro Aunt Uncle Cousin Grandmother Grandfather Granddad Grandma</p> <p><u>Idioms</u> Deal with (something) Take care of (someone or something)</p> <p><u>Quotes</u> Friends are the family you choose. ~Jess C. Scott</p> <p>As the family goes, so goes the nation and so goes the whole world in which we live. ~John Paul II</p>	<p>wake up, brush teeth, take shower, comb hair, eat breakfast/ lunch/ dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text</p> <p><u>Idioms</u> brainstorm hang out</p> <p><u>Quotes</u> It is better to be hated for what you are than to be loved for what you are not.~ André Gide</p>	<p>Skate park, Playground, Shopping mall, Dog park, Arcade, Basketball court, Tennis court, Gymnasium/ gym, Soccer, field, Movie theater, Church, Theater, Swimming pool, Library, Restaurant, Diner, Walking trail, Riverbank, Ice cream parlor</p> <p><u>Idioms</u> More fun than a barrel of monkeys Goof off</p> <p><u>Quotes</u> Even though you are growing up, you should never stop</p>	<p>Skate park, Playground, Shopping mall, Dog park, Arcade, Basketball court, Tennis court, Gymnasium/ gym, Soccer, field, Movie theater, Church, Theater, Swimming pool, Library, Restaurant, Diner, Walking trail, Riverbank, Ice cream parlor</p> <p><u>Idioms</u> More fun than a barrel of monkeys Goof off</p> <p><u>Quotes</u> Even though you are growing up, you should never stop</p>	<p>Could you tell me how to get to the ____? Where is the ____? What time is the ____? Go past... Go across... Take the next right turn Go right, not left. The bank is next to the ... U turn, Across the street, In front of, Inside, Outside, Beside, Behind, Between, Over, Under, Early (morning, afternoon, evening), Late (morning, afternoon, evening), Mid (morning,</p>	<p>Free, Freebies, Free time, Leisure, Shopping, 1-100, Percent/percentage, Discount, Special, Mark-down, Half price, Dollar, Cents, Half, Quarter, Cost, Price, Bill, Sticker price, Tab, Credit, Tip</p> <p><u>Idioms</u> Burning a hole in one's pocket Dirt cheap</p> <p><u>Quotes</u> Ask and it will be given to you; search, and you will find; knock and the door will be opened for you. – Jesus</p>	<p>Fair, Festival, Parade, Procession, Holiday, Celebration/ celebrate, Enjoy, Festivities, Dance, Party, Tradition, Dishes (food), Decoration, Honor/honoring, Remember/ remembering, Declare/declaring, Recognize/recognizing, Display, Band, Drummer, Masks, Carts</p> <p><u>Idioms</u> Paint the town red Cook up a storm</p> <p><u>Quotes</u></p>	<p>Independence, Annexation, Pilgrimage, Feast, National, Country, Culture/cultural, Icon, History/historical, Heritage, Observe/observing, Patriotism Pride, Anticipation, Reverence, Presentation, Portrayal, Role play, Folklore, Folk dance</p> <p><u>Idioms</u> In step Live and let live</p> <p><u>Quotes</u> Patriotism is not a short and frenzied outburst of emotion but</p>	<p>Carnival, Holy Week, Nativity, Musical, Float, Headdress, Costume, Party, March/marching, Unison, United, Fest, Latino/Latina, Hispanic, Universal, Cross-cultural, Nationalism, Ethnicity, Reenactment, Demonstration, Homage</p> <p><u>Idioms</u> Variety is the spice of life Life of the party</p> <p><u>Quotes</u> You don't stumble upon your heritage. It's there, just</p>	<p>International, Observance, Worldwide, Pervasive, Entire, Cuisine, Fashion, Norm, Commonality, Unified, Principle, Bonfire, Ceremony/ceremonial, Acknowledge, Revere, Spiritual, Religious, Multi-cultural, Diverse, Rite</p> <p><u>Idioms</u> A world of difference Best of both worlds</p> <p><u>Quotes</u> Even if unity of faith is not possible, a unity of love is. – Hans Urs von Balthasar</p>

<p>Rub elbows with Meet and greet</p> <p><u>Quotes</u> One of the most beautiful qualities of true friendship is to understand and to be understood. ~Lucius Annaeus Seneca</p> <p>The pain of parting is nothing to the joy of meeting again. ~Charles Dickens</p> <p><u>Phonology</u> long /i/ and short /ɪ/ long /e/ and short /ɛ/ labial consonants /p/ and /b/</p>	<p>Ralph Waldo Emerson</p> <p>Life is 10% what happens to me and 90% of how I react to it. ~Charles Swindoll</p> <p><u>Phonology</u> alveolar consonants /t/, /d/, /s/ and /z/</p> <p>labio-dental consonants /f/ and /v/</p> <p>velar consonants /k/ and /g/</p>	<p><u>Phonology</u> long /i/ and short /ɪ/ long /e/ and short /ɛ/ labial consonants /p/ and /b/</p>	<p>We do not remember days, we remember moments. ~Cesare Pavese</p> <p><u>Phonology</u> alveolar consonants /t/, /d/, /s/ and /z/ labio-dental consonants /f/ and /v/ velar consonants /k/ and /g/</p>	<p>carry it with you wherever you go. – Alexandra Stoddard</p> <p><u>Phonology</u> long /ow/ and short /ɔ/ long /u/ and short /ʊ/ interdental consonants /θ/ and /ð/</p>	<p>having fun. – Nina Dobrev</p> <p>Your time is limited, so don't waste it living someone else's life. – Steve Jobs</p> <p><u>Phonology</u> post-alveolar consonants /ʃ/ and /ʒ/</p> <p>long /ow/ and short /ɔ/ long /u/ and short /ʊ/</p>	<p>afternoon, evening), During, Before, After</p> <p><u>Idioms</u> Give someone the green light A fork in the road</p> <p><u>Quotes</u> Start where you are. Use what you have. Do what you can. – Arthur Ashe</p> <p>Whatever you can do, or dream you can, begin it. Boldness has genius, power and magic in it. – Johann Wolfgang von Goethe</p> <p><u>Phonology</u> interdental consonants /θ/ and /ð/ post-alveolar consonants /ʃ/ and /ʒ/ long /ow/ and short /ɔ/</p>	<p><u>Phonology</u> long /u/ and short /ʊ/ interdental consonants /θ/ and /ð/ post-alveolar consonants /ʃ/ and /ʒ/</p>	<p>I've come to realize that even just being alive, being able to breathe, is something grand and something to be celebrated daily. – Anonymous</p> <p><u>Phonology</u> long /a/ /æ/</p>	<p>the tranquil and steady dedication of a lifetime. – Adlai Stevenson</p> <p>To survive in peace and harmony, united and strong, we must have one people, one nation, one flag. – Pauline Hanson</p> <p><u>Phonology</u> Post-alveolar consonants /tʃ/ and /dʒ/</p>	<p>waiting to be explored and shared. – Robbie Robertson</p> <p>There is more power in unity than division. – Emanuel Cleaver</p> <p><u>Phonology</u> Palatal semi-vowels /j/ and /w/</p>	<p>We are increasingly recognizing and accepting, respecting and celebrating our cultural diversity. – Julie Bishop</p> <p><u>Phonology</u> produce correctly –ed endings (regular verbs and adjectives) and –s endings (third person singular and regular plural nouns)</p>
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Sample tasks and activities

- **Use appropriate competence processes while focusing on real life tasks such as ...**
 - Completing an online profile
 - Interviewing for after school job
 - Starting a learning journal
 - Completing an outline of a short nonfiction article on learning styles
 - Write a short email/WhatsApp message to teacher about learning needs
 - Make a “911 call” to report an emergency
 - Google and then explain an infographic on how to bandage a cut or basic first aid
 - Compare/contrast commercials on traveling options for vacations

Sample Activities

- Play a game with learners seated in a circle and one learner in the middle. Learner must complete the sentence “When I was young ... “with a habit or activity done in his/her past. All students who also did this activity must change seats. Last one standing in center and without seat must now complete sentence.
- Learners survey each other using questionnaires they have written about the past.
- After explaining the Corrie Ten Boom quote, learners complete a T chart on past and future. They list action of the past and possible implication for the future.
- Learners create a timeline of big events that have happened since they were born. Learners interact by talking about the possible impact one event could have on their generation. For example, self-driving cars are now possible. Students note date and then note implication for future.
- Dialogues based on greetings and goodbyes in Idioms and then a discussion about what they have recently learned.
- Learners take a learning style inventory online.
- Learners do show and tell of favorite school projects from the past.
- Stations are set up in classroom for learners to interact using different learning styles: stories, shots (photos), statistics, something to do, something to talk about, something to think about, songs. (Or kinesthetic, auditory, visual.)
- After watching an example of PBS programming for children such as Sesame Street, learners are given a fact and must teach it to their partner in some way.
- Learners interact with infographic related to safety.

- **Use appropriate competence processes while focusing on real life tasks such as ...**
 - Listening to podcasts on movies, books, sports
 - Listening to ads for movies or podcasts
 - Reading lists of needs and determining shopping trip visits that will be needed
 - Plotting where to go in a town/mall to get items listed on needs/want list
 - Determining priority order of purchases based on cost/budget
 - Read sales flyers or online promotions at online stores such as Amazon.com
 - Read and summarize descriptions of shows on Netflix
 - Ordering a meal at a restaurant
 - Shopping and paying for a purchase in a mall
 - Shopping and paying for a purchase online
 - Arranging to meet someone for a movie
 - Discussing a movie, TV program, or event
 - Writing in a journal

Sample Activities

- Use graphic organizers while listening to portions of videos on how people interview such as
 - the photographer/writer behind popular Humans of New York
<https://www.youtube.com/watch?v=KPxzIGPrM3A>
 - Series of clips by radio, television, etc. journalists
<https://www.youtube.com/watch?v=loPmtnxl12o&list=PL8B356B98454582C4>
- Use excerpts from online journal writing resources such as those found here
<https://journaltherapy.com/journal-cafe-3/journal-course/>
- Go “window shopping” online with students going to pre-selected sites and creating a wants list and a needs list
- Provide details on a task that needs to be done (cleaning house, growing vegetables) and learners make shopping list and To do list of actions
- Use map of community or mall and determine route of shopping trip based on a Needs list

- **Use appropriate competence processes while focusing on real life tasks such as ...**
 - Listening to TED Talks and discuss
 - Writing in a dream journal
 - Selecting a blogging option website
 - Selecting a literature website that is appealing to youth and interacting with it
 - Making a plan for a future event (timeline, goals, etc.)
 - Interview and record English-speaking role models
 - Listen to movie trailer, watch movie, read review and state/write opinion
 - Listen to interviews of famous people online
 - Research successes and failures in either business, sports, film, or books
 - Present self to potential employer or university recruiter

Sample Activities

- Post quotes around room, ask learners to create quotes of their own
- Provide who/what/where/why/how listening guides for use with excerpts of TED Talks, etc.
- Use and or adapt information for party planning from a website like this one <http://www.wikihow.com/Host-a-Teen-Party>
- Show pages from websites and have learners give thumbs up or thumbs down on appearance, content, appeal to teens
- Create a poets corner and have learners present readings from favorite poems or stories for the final moments of each class
- Begin preparation for next year’s National English Festival and integrate spelling, speech and conversation practice into lesson plans
- Use T-charts on Good and Bad Decisions by others in stories, film excerpts, sports moments, and then personal stories
- Use graphic organizer such as what I know, what I want to know, what I learned, as guide to listening to role models being interviewed
- Ask learners to present written Q&A (examples can be found online) as a dialogue
- Incorporate the use of success memes in lesson plans. See memes online at <https://www.pinterest.com/pin/369365606921572869/>
- Use a video on how successful people initially failed such as the one found here <https://www.youtube.com/watch?v=zLYECljmnQs> . Additional

<ul style="list-style-type: none"> • Learners practice 911 call for an emergency. • Learners compare holistic and traditional medicinal approaches. • After modeling by teacher, learners present a slide show of a recent vacation. • Learners used gapped sentences to complete a review of a favorite book, song, sporting event, etc. and interact with other learners as they read and ask questions about the review. 	<ul style="list-style-type: none"> • Role play shopping experience • Role play dining out experience • Send email/text or WhatsApp message to friend about desire to see a movie and give directions to where theater is • Trace a book or movie from initial ad/trailer, to excerpt, to reviews and then ask learners to review • Work on a budget for an upcoming event using online helps like this one http://www.hrblockdollarsandsense.com/ideas-info-for/parents/10-steps-to-help-your-teenager-create-a-budget-for-2015/ 	<p>activity would be to correct the printed portion of the presentation so that it uses upper and lower case and punctuation correctly.</p>
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Created by Karen Campbell and validated by Yamileth Chaves and Marianella Granados

Integrated Project

1 lesson per week for 12 weeks

Week 1-3 Participating to Negotiate

1. Teacher introduces Integrated Project Options and the fact that the learners can choose to work on teams based on their interests or to work as a whole class on one project. Learners brainstorm ideas about the projects or suggest similar new ones. Suggested tool: Mindmaps.
2. Teacher reviews Essential Question and Unit Goals and learners continue to clarify (without yet choosing). Suggested tool: KWHL or KWL graphic organizer (What I know, want to know, how I will find out, what I learned)
3. Teacher introduces and learners practice Psycho-Social and Sociocultural aspects while negotiating and choosing and clarifying Integrated Project.
 - a. Respecting opinions, values/beliefs and language differences
 - b. Respecting human rights principles and inclusiveness
 - c. Showing interest in each peer's and family's lives and feelings
 - d. Communicating respectfully
 - e. Demonstrating attentive listening

Suggested tool: Scenarios and role playing.

Week 4-6 Thinking for Planning

4. Learners "begin with the end in mind" by describing the completed project and agreeing on purpose. Suggested tools: assessment using SMART acronym – Specific, Measurable, Achievable, Relevant, Timely.
5. Learners continue to clarify by identifying Can Do Goals (both completed and to be completed) that will be needed for project and gathering additional information need. Suggested tools: Causal links, graphic organizers, 5 Ws and H – Who, what, when, where, why, how.

6. Learners complete Action Plans -- Assigning who/what/when for specific actions needed for either steps in Spoken Production (planning and organizing, rehearsing, producing and evaluating) or steps in Written Production (pre-writing, drafting, revising, and editing). Suggested tool: steps for production as explained in syllabus.

Week 7-9 Acting Out/Rehearsing

7. Focusing on either Spoken Production or Written Production steps and Psycho Social and Sociocultural aspects.
8. Focusing on either Spoken Production or Written Production steps Psycho Social and Sociocultural aspects.
9. Focusing on either Spoken Production or Written Production steps Psycho Social and Sociocultural aspects.

Week 10-12 Responding/Sharing/Evaluating

10. Presentations of projects with questions and answers
11. Presentations of projects with questions and answers
12. Evaluation of projects

Sample Activities & Assessment Techniques

* Mental maps * Case studies * Simple questionnaires * Debate * Web page * UVE Heuristic * Suggestions box * Forum (blogs, wikis, webquest) * Brainstorming * Learning path * Situation, Problem, Information, Resolution * Game Role-play * Improvisation * Discussion groups * Think-peer-sharing * Pairs with an observer * Positive feedback group * The puzzle * Use of mobile technology for self-assessment and co-evaluation and support of classroom work , Dialogues, audios) * Demonstrations * Teamwork reports * Wall board * Tournaments in learning teams * Individual learning support teams * Anecdotal notes, tags and cards. * Venn diagram * CQA chart (I know, I want to know and I learned) * Semantic or conceptual maps * Double entry matrixes: e.g. Table T * Double Entry Diaries * Problem Solving Chart * Frayer Model * Picture to show that I think and decide * Short tests of comprehension and oral and written production. * Models * Digital presentations * Portfolio * Folders * School newspaper * Art exhibitions (short stories, small theater scenes, use of gestures) * Evidence passport * Self- assessment * Peer assessment

Scope and Sequence

Bilingual Experimental High Schools and Bilingual Groups

Seventh Grade

Unit 1: Let's Meet and Greet

Theme 1: It Starts with a Handshake

Unit 1: Let's Meet and Greet				
Week 1: It Starts with a Handshake				
LESSON 1				
Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> L.1. identifies basic greetings, farewells, common expressions of politeness (e.g., hello, goodbye, sorry) and personal information. Sl.1. uses basic expressions of greeting, farewell, leave-takings and politeness 	<ul style="list-style-type: none"> Greeting people 	<ul style="list-style-type: none"> Pronouns: simple, personal 	Have a good one. Hi there! What's up? How are things? How's it going? Nice to meet you. What's happenin'? How are you doing today? Hey, Howdy <div style="text-align: center;"><u>Idioms</u></div> Meet and greet	<div style="text-align: center;"><u>Task for the Week:</u></div> <div style="text-align: center;"><u>Meeting and greeting each other</u></div> <ul style="list-style-type: none"> Use video of TV greetings and play Greeting Bingo https://www.youtube.com/watch?v=QEyGhSWwfC8 Have a "Meet and Greet Party" with learners practicing greetings and "I'm (name)." Teacher presents graphic organizer (T chart) of formal and informal greetings saying aloud (to be used in later lessons with learners completing).
LESSON 2				
Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> L.1. identifies basic greetings, farewells, common expressions of politeness (e.g., hello, goodbye, sorry) and personal information. L.4. recognizes simple information such as name, 	<ul style="list-style-type: none"> Greeting people Introducing oneself and other people Asking for and giving personal details 	<ul style="list-style-type: none"> Prepositions Simple present Pronouns: simple, personal 	Hi there! Nice to meet you. <div style="text-align: center;"><u>Quote</u></div> One of the most beautiful qualities of true friendship is to understand and to be understood. ~Lucius Annaeus Seneca	<ul style="list-style-type: none"> Use portions of introductions in videos such as https://youtu.be/QappQivlfXE After presenting gapped sentences of personal information, use intros from podcasts and news interviews and ask pairs to match name with personal fact.

<p>age, and perhaps country of origin, when that information is given slowly and clearly.</p> <ul style="list-style-type: none"> • SP.1 talks about himself/herself very briefly, for Sample stating name, where s/he is from, and what school s/he attends, including information about his/her family. 				<ul style="list-style-type: none"> • After explaining meaning of quote, ask learners to prepare a “presentation” using gapped sentences and personal info.
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LESSON 3

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> • R.2. identifies brief, simple classroom, signs appropriate pieces of vocabulary and familiar expressions and other clear-cut instructions if there are pictures or diagrams to illustrate the most important steps or if the procedure has been previously demonstrated. • L.7. recognizes questions and short, simple classroom instructions. • Sl.6 expresses simple needs in the classroom setting. • Sl.7. uses common, familiar everyday expressions to meet specific practical needs in the classroom setting. 	<ul style="list-style-type: none"> • Asking for and giving personal details • Asking for and giving information about routines and habits <p><u>Discourse Markers</u></p> <ul style="list-style-type: none"> • Opening a dialogue 	<ul style="list-style-type: none"> • Y/N questions • Pronouns: simple, personal • There is/are 	<p>Classroom rules, instructions, routines</p> <p align="center"><u>Idioms</u></p> <p>Rub elbows with</p>	<ul style="list-style-type: none"> • Review and establish classroom rules, illustrate with signs. • Play game “I Have/I Have Never” where learners sit in circle with one person in middle who must say “I have (rule of classroom)” or “I have never (rule of classroom)” and all those who have done (or not) what person says must find a new seat in circle. • Explain “rub elbows with” to introduce Walk and Talk activity based on dialogue written on board. Have learners walk until signal, then they talk about needs using lines from dialogue, then signal sounds and they walk again.

LESSON 4

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> R.2. identifies brief, simple classroom, signs appropriate pieces of vocabulary and familiar expressions and other clear-cut instructions if there are pictures or diagrams to illustrate the most important steps or if the procedure has been previously demonstrated. W.1. writes words on familiar objects in a picture or diagram (e.g., boy, girl, chair). 	<ul style="list-style-type: none"> Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> There is/are 	Classroom rules, instructions, routines	<ul style="list-style-type: none"> Review classroom rules by writing them on the board after learners pull each from container that includes each written on strip of paper and reads aloud. Distribute classroom object worksheet and ask learners to complete using word bank. Ask learners to draw maps of classroom and include signs containing rules. Or ask learners to compete for best sign illustrating rules of classroom.

LESSON 5

Phonology: long /i/ and short /ɪ/

R.3. identifies English language sounds using knowledge in phonics, syllabification and word parts.

Follow the RAP model

Recognition – Listening activities in order to hear sounds, intonation and stress patterns and distinguish from other sounds and patterns.

Articulation – Activities that demonstrate how sounds are produced and then help learners practice.

Produce – Activities (whenever possible authentic and meaningful) that allow learners to demonstrate production.

LESSON 6

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> R.4. recognizes some words and straightforward sentences in simple texts, if seen previously. Sl.8. uses simple statements related to daily/weekend routines. 	<ul style="list-style-type: none"> Asking for and giving information about routines and habits <p><u>Discourse Markers</u></p> <ul style="list-style-type: none"> Opening a dialogue Closing 	<ul style="list-style-type: none"> Y/N questions Simple present Pronouns: simple, personal 	What's up? How are things? How's it going? What's happenin'? How are you doing today? Hey, Later, Howdy Take it easy. Catch ya later! Gotta go! Take care.	<ul style="list-style-type: none"> Present the informal and formal greetings T-chart graphic organizer from Lesson 1. Ask learners to now help create a T-chart for opening a dialogue and closing a dialogue by distributing list of Vocabulary and having them read aloud as Teacher writes. Introduce simple y/n questions for learners to use based on classroom routines then form two lines with learners facing a partner. Learners are given 2 minutes to practice

			Great to see you. Nice to meet you. Classroom rules, instructions, routines	opening, asking a question, receiving answer and closing with each partner taking a turn. Teacher calls time after two minutes and one of the rows shifts to the left so that new partners are formed. (If desired, teacher can shift more than one space and ask a learner to say how many.)
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LESSON 7

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> L.4. recognizes simple information such as name, age, and perhaps country of origin, when that information is given slowly and clearly. SP.1 talks about himself/herself very briefly, for Sample stating name, where s/he is from, and what school s/he attends, including information about his/her family. 	<ul style="list-style-type: none"> Introducing oneself and other people Asking for and giving personal details Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Prepositions Simple present Pronouns: simple, personal 	Hi there! Great to see you. Nice to meet you. Hey, Howdy Classroom rules, instructions, routines	<ul style="list-style-type: none"> Class plays the name game by forming circle and then in round 1 passes a classroom object like an eraser from one learner to the next with each person saying a greeting and then "My name is ___ and I (use a classroom rule or routine)." EXAMPLE: My name is Jorge and I raise my hand. Next person says his or her name and then adds "His name is ___ and he ___." for each of the learners who preceded him/her. Learners produce short video personal introductions on phones and share in small groups (using gap fill script provided by teacher).

LESSON 8

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> R.4. recognizes some words and straightforward sentences in simple texts, if seen previously. L.7. recognizes questions and short, simple classroom instructions. SI.1. uses basic expressions of greeting, farewell, leave-takings and politeness SI.6 expresses simple needs in the classroom setting. 	<ul style="list-style-type: none"> Greeting People Asking for and giving information about routines and habits <p style="text-align: center;"><u>Discourse Markers</u></p> <ul style="list-style-type: none"> Opening a dialogue Closing 	<ul style="list-style-type: none"> Y/N questions Simple present Pronouns: simple, personal 	Have a good one. Hi there! See you soon. See you later. Goodbye Bye What's up? How are things? How's it going? Take it easy. Catch ya later! Gotta go! Take care. Great to see you. Nice to meet you.	<ul style="list-style-type: none"> Introduce want/need sentence frames by using a pop song from YouTube. Have class listen for want or need. Class is divided into two groups. One group will play the Teacher and one group will play the learner. After modeling a dialogue with another learner (or showing a previously taped exchange with another English speaker), pairs follow the model of <ul style="list-style-type: none"> ○ Learner greets. ○ Teacher responds and includes question such as How are things? ○ Learner responds with I need/want statement regarding classroom. ○ Teacher provides Y/N answer.

<ul style="list-style-type: none"> Sl.7. uses common, familiar everyday expressions to meet specific practical needs in the classroom setting. 			What's happenin'? How are you doing today? Hey, Later, Howdy Classroom rules, instructions	<ul style="list-style-type: none"> Learner closes conversation.
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LESSON 9

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> L.1. identifies basic greetings, farewells, common expressions of politeness (e.g., hello, goodbye, sorry) and personal information. Sl.1. uses basic expressions of greeting, farewell, leave-takings and politeness. 	<ul style="list-style-type: none"> Greeting People Asking for and giving information about routines and habits <p style="text-align: center;"><u>Discourse Markers</u></p> <ul style="list-style-type: none"> Closing 	<ul style="list-style-type: none"> Y/N questions Pronouns: simple, personal 	Have a good one. See you soon. See you later. Goodbye Bye Take it easy. Catch ya later! Gotta go! Take care. Great to see you. Nice to meet you. Later <i>Select one or more of the quotes/ proverbs from syllabus.</i>	<ul style="list-style-type: none"> Teacher introduces one or more of the quotes from the syllabus and distributes papers with the quote written on it or posts on the board. Learners choose one quote and participate in a Walk and Talk with Teacher using a signal, learner stopping and addressing nearest other learner and following this script: <ul style="list-style-type: none"> Share quote. Ask "do you agree or disagree?" Listen to partner's quote. Respond. Use appropriate closing. Begin walking (and silently practicing quote) to indicate conversation has concluded and wait for signal from teacher to talk to next partner.

LESSON 10

Integrated Project

Teacher introduces Integrated Project Options and learners brainstorm ideas about those projects or new ones. Suggested tool: Mindmaps. Options for presentation of project options include:

- Showing samples of completed projects
- Illustrating how classroom activities will assist in completing parts of the project using a graphic organizer
- Motivational video or oral presentation on how knowledge of the Scenario and Specific Themes can be applied in real life usage of English.

Unit 1: Let's Meet and Greet
Week 2: It Starts with a Handshake

LESSON 1

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> L.1. identifies basic greetings, farewells, common expressions of politeness (e.g., hello, goodbye, sorry) and personal information. Sl.1. uses basic expressions of greeting, farewell, leave-takings and politeness 	<ul style="list-style-type: none"> Greeting people 	<ul style="list-style-type: none"> Pronouns: simple, personal 	<p>Have a good one. Hi there! What's up? How are things? How's it going? Nice to meet you. What's happenin'? How are you doing today? Hey, Howdy</p> <p align="center"><u>Idioms</u></p> <p>Meet and greet</p>	<p align="center"><u>Task for the Week:</u> <u>Meeting and greeting outside the classroom</u></p> <ul style="list-style-type: none"> 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_hBK8Nj4vQ 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). Learners race to see how many people they can greet physically and with proper vocabulary in a 3 min time period. Each time a learner feels a fellow learner has appropriately greeted them they place their initials on a score sheet carried by each learner.

LESSON 2

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> L.1. identifies basic greetings, farewells, common expressions of politeness (e.g., hello, goodbye, sorry) and personal information. L.4. recognizes simple information such as name, age, and perhaps country of origin, when that information is given slowly and clearly. SP.1 talks about himself/herself very briefly, for Sample stating name, where s/he is from, and what school s/he attends, including information about his/her family. 	<ul style="list-style-type: none"> Greeting people Introducing oneself and other people Asking for and giving personal details 	<ul style="list-style-type: none"> Prepositions Simple present Pronouns: simple, personal 	<p>Hi there! Nice to meet you.</p> <p><i>Select one or more of the quotes/proverbs from syllabus.</i></p>	<ul style="list-style-type: none"> 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/

LESSON 3

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> R.2. identifies brief, simple classroom, signs appropriate pieces of vocabulary and familiar expressions and other clear-cut instructions if there are pictures or diagrams to illustrate the most important steps or if the procedure has been previously demonstrated. L.7. recognizes questions and short, simple classroom instructions. SI.6 expresses simple needs in the classroom setting. SI.7. uses common, familiar everyday expressions to meet specific practical 	<ul style="list-style-type: none"> Asking for and giving personal details Asking for and giving information about routines and habits <p><u>Discourse Markers</u></p> <ul style="list-style-type: none"> Opening a dialogue 	<ul style="list-style-type: none"> Y/N questions Pronouns: simple, personal There is/are 	<p>Classroom rules, instructions, routines</p> <p style="text-align: center;"><u>Idioms</u></p> <p>Rub elbows with</p>	<ul style="list-style-type: none"> 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. 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

needs in the classroom setting.				gestures to the fourth. The first team to correctly finish wins.
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LESSON 4

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> R.2. identifies brief, simple classroom, signs appropriate pieces of vocabulary and familiar expressions and other clear-cut instructions if there are pictures or diagrams to illustrate the most important steps or if the procedure has been previously demonstrated. W.1. writes words on familiar objects in a picture or diagram (e.g., boy, girl, chair). 	<ul style="list-style-type: none"> Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> There is/are 	Classroom rules, instructions, routines	<ul style="list-style-type: none"> 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 Learners “Pay Attention!” http://cyberlab.ucr.ac.cr/cyberlab/septimo/cyberlab_7th/index.html 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. <ul style="list-style-type: none"> 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 _____?

LESSON 5

Phonology: long /e/ and short /ε/

R.3. identifies English language sounds using knowledge in phonics, syllabification and word parts.

Follow the RAP model

Recognition – Listening activities in order to hear sounds, intonation and stress patterns and distinguish from other sounds and patterns.

Articulation – Activities that demonstrate how sounds are produced and then help learners practice.

Produce – Activities (whenever possible authentic and meaningful) that allow learners to demonstrate production.

LESSON 6

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> R.4. recognizes some words and straightforward sentences in simple texts, if seen previously. Sl.8. uses simple statements related to daily/weekend routines. 	<ul style="list-style-type: none"> Asking for and giving information about routines and habits <p><u>Discourse Markers</u></p> <ul style="list-style-type: none"> Opening a dialogue Closing 	<ul style="list-style-type: none"> Y/N questions Simple present Pronouns: simple, personal 	<p>What's up? How are things? How's it going? What's happenin'? How are you doing today? Hey, Later, Howdy Take it easy. Catch ya later! Gotta go! Take care. Great to see you. Nice to meet you.</p> <p>Classroom rules, instructions, routines</p>	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. They select a famous person they would like to be and fill in the nametag. Then they follow instructions such as: <ul style="list-style-type: none"> 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)

LESSON 7

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> L.4. recognizes simple information such as name, age, and perhaps country of origin, when that information is given slowly and clearly. SP.1 talks about himself/herself very briefly, for Sample stating name, where s/he is from, and what school s/he attends, including information about his/her family. 	<ul style="list-style-type: none"> Introducing oneself and other people Asking for and giving personal details Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Prepositions Simple present Pronouns: simple, personal 	<p>Hi there! Great to see you. Nice to meet you. Hey, Howdy</p> <p>Classroom rules, instructions, routines</p>	<ul style="list-style-type: none"> Use the Profe en Casa videos: http://www.mep.go.cr/educatico/identificacion-personal-information http://www.mep.go.cr/educatico/identificacion-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 Learners create their own version of the introductions on the English Is Important video

LESSON 8

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> R.4. recognizes some words and straightforward sentences in simple texts, if seen previously. L.7. recognizes questions and short, simple classroom instructions. SI.1. uses basic expressions of greeting, farewell, leave-takings and politeness SI.6 expresses simple needs in the classroom setting. SI.7. uses common, familiar everyday expressions to meet specific practical needs in the classroom setting. 	<ul style="list-style-type: none"> Greeting People Asking for and giving information about routines and habits <p style="text-align: center;"><u>Discourse Markers</u></p> <ul style="list-style-type: none"> Opening a dialogue Closing 	<ul style="list-style-type: none"> Y/N questions Simple present Pronouns: simple, personal 	<p>Have a good one. Hi there! See you soon. See you later. Goodbye Bye What's up? How are things? How's it going? Take it easy. Catch ya later! Gotta go! Take care. Great to see you. Nice to meet you. What's happenin'? How are you doing today? Hey, Later, Howdy</p> <p>Classroom rules, instructions</p>	<ul style="list-style-type: none"> Print lyrics and play one of the following to emphasize the importance of a supportive class environment: <ul style="list-style-type: none"> "We Are Going to Be Friends" by The White Stripes https://www.youtube.com/watch?v=GTu5lfx2dw "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=MY10AoXlOwE "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 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 learners use. Repeat. Throw some silly “secret handshake”-type greetings into the mix.
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LESSON 9

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> L.1. identifies basic greetings, farewells, common expressions of politeness (e.g., hello, goodbye, sorry) and personal information. Sl.1. uses basic expressions of greeting, farewell, leave-takings and politeness. 	<ul style="list-style-type: none"> Greeting People Asking for and giving information about routines and habits <p><u>Discourse Markers</u></p> <ul style="list-style-type: none"> Closing 	<ul style="list-style-type: none"> Y/N questions Pronouns: simple, personal 	Have a good one. See you soon. See you later. Goodbye Bye Take it easy. Catch ya later! Gotta go! Take care. Great to see you. Nice to meet you. Later <i>Select one or more of the quotes/ proverbs from syllabus.</i>	<ul style="list-style-type: none"> Present at least three of the quotes to the class. Ask learners to choose a favorite and then form small groups of those liking each quote. Teacher models Y/N questions such as Do you like this? Can you repeat it? Can you explain it in Spanish? Learners greet each other in the groups. Discuss the quote using Y/N questions and then close the conversation.

LESSON 10

Integrated Project

Teacher reviews Essential Question and Unit Goals and learners continue to clarify (without yet choosing). Suggested tool: KWHL or KWL graphic. organizer (What I know, want to know, how I will find out, what I learned)

Learners assess and prioritize goals they want to serve as primary focus of Integrated Project. Teacher models a method for assessing and prioritizing (such as displaying project options on individual posters on wall and learners using markers to vote for top 3 or Post-It Notes to indicate their top 3 choices, then teacher tallying).

Unit 1: Let's Meet and Greet
Week 3: It Starts with a Handshake

LESSON 1

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Listening Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<p align="center"><u>Task for the Week:</u> <u>Meeting and greeting</u></p> <p>Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras</p>

LESSON 2

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Reading Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<p>Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras</p>

LESSON 3

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Spoken Interaction Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<p>Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras</p>

LESSON 4

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Spoken Production Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<p>Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras</p>

LESSON 5

Phonology: labial consonants /p/ and /b/

R.3. identifies English language sounds using knowledge in phonics, syllabification and word parts.

Follow the RAP model

Recognition – Listening activities in order to hear sounds, intonation and stress patterns and distinguish from other sounds and patterns.

Articulation – Activities that demonstrate how sounds are produced and then help learners practice.
Produce – Activities (whenever possible authentic and meaningful) that allow learners to demonstrate production.

LESSON 6

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Written Production Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras

LESSON 7

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Reading Goals for this Theme All Written Production Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras

LESSON 8

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Listening Goals for this Theme All Spoken Interaction Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras

LESSON 9

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Listening Goals for this Theme All Spoken Production Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras

LESSON 10

Integrated Project

Teacher introduces and learners practice Psycho-Social and Sociocultural aspects while negotiating and choosing and clarifying Integrated Project.

- Respecting opinions, values/beliefs and language differences
- Respecting human rights principles and inclusiveness
- Showing interest in each peer’s and family’s lives and feelings
- Communicating respectfully
- Demonstrating attentive listening

Suggested tool: Scenarios and role playing. Option for Teacher’s presentations of concepts include videos found online that represent positive or negative listening tactics, learners role playing examples of aspects and opposites of aspects, learners completing cluster graphic organizers or mindmaps.

Unit 1: Let's Meet and Greet

Theme 2: Me, Myself, and I

Unit 1: Let's Meet and Greet

Week 1: Me, Myself, and I

LESSON 1

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
L.7. recognizes questions and short, simple classroom instructions. SI.2. makes introductions of self and others.	<ul style="list-style-type: none"> Asking for and giving personal details 	<ul style="list-style-type: none"> Possessives Possessive adjectives To be, including question + negative 	I'm from ____. I am ____ (nationality, e.g. Costa Rican, Colombian). My name is ____. My address is ____	<p><u>Task for the Week:</u> <u>Introductions</u></p> <ul style="list-style-type: none"> Use portions of introductions in videos such as https://youtu.be/d85ApiyMjV4 (Warning explicit language - Could show portion only, but include I am and He/she is examples.) Use map of Costa Rica and world for identifying where learners are from. Use Think/Pair/Share walking activity with learners walking silently and thinking of responses to the question Who are you? and then asking and sharing with a partner when signal is given.

LESSON 2

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
L.5. recognizes others' expressions of feelings. SI.4 asks and answers simple questions about familiar things, if the other person speaks slowly and clearly.	<ul style="list-style-type: none"> Asking for and giving personal details <p><u>Discourse Markers</u> Correcting oneself</p>	<ul style="list-style-type: none"> Possessives Personal information/ Y/N questions Possessive adjectives To be, including question + negative 	tall, short, large, small, tiny, huge, straight, curly, intelligent, favorite, weird, strange, witty emotions I am ____. He is ____. She is ____. My ____ is ____ (hair/curly) His ____ is ____. Her ____ is ____. <p style="text-align: center;"><u>Idioms</u></p> down to earth	<ul style="list-style-type: none"> Use illustrations of emoticons to introduce vocabulary. Use photos of famous people and cartoon characters and ask learners to describe. Play card game with name of learners on one deck of cards and another deck that includes cards that say either WRONG or RIGHT. Learners draw a card to determine the name of the learner they will describe and then they draw a card from the WRONG/RIGHT deck. If WRONG is chosen, learner must incorrectly describe the person and then correct self and say another description.

LESSON 3

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
R.7. recognizes numbers in meaningful contexts. SI.10. interacts in a simple way with others repeating or rephrasing ideas at a slower rate of speech.	<ul style="list-style-type: none"> Using numbers related to personal information <p><u>Discourse Markers</u> Correcting oneself</p>	<ul style="list-style-type: none"> Possessives Personal information/ Y/N questions Possessive adjectives To be, including question + negative 	I am _____ years old. My address is ____ My phone number is _____.	<ul style="list-style-type: none"> Place posters of Top Ten songs, movies, books, athletes, etc. around the room. Show a strip of paper containing the name of one of these and learners must find what numbered item it is. Use stations for numbers 0-10, 11-20, 21-50, and 51-100. Include enough of an item (rocks, paper clips, etc.) at each station so that learners can draw a number from a deck at the station and then count out that many of the items. Learners practice the sample sentences with partners.

LESSON 4

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
R.5. recognizes straightforward forms in order to insert personal information. SP.3 describes familiar topics using simple phrases.	<ul style="list-style-type: none"> Asking for and giving personal details Using numbers related to personal information Completing forms <p><u>Discourse Markers</u> Correcting oneself</p>	<ul style="list-style-type: none"> Possessives Personal information/ Y/N questions Possessive adjectives To be, including question + negative 	I'm from _____. I am _____ (nationality, e.g. Costa Rican, Colombian). I am _____ years old. My address is ____ My phone number is _____. <p align="center"><u>Quote</u></p> Life is 10% what happens to me and 90% of how I react to it. ~Charles Swindoll	<ul style="list-style-type: none"> Introduce and explain the quote using a pie chart to show 10% and 90%. Then ask learners to draw a pie chart to show how happy they are (or other emotion). Show basic registration form asking for name, age, address and phone number. Ask learners to present this information as though they were sharing it with someone they had just met and wanted to follow up with (as in making a romantic date or getting together for coffee later).

LESSON 5

Phonology: alveolar consonants /t/, /d/, /s/ and /z/

R.3. identifies English language sounds using knowledge in phonics, syllabification and word parts.

Follow the RAP model

Recognition – Listening activities in order to hear sounds, intonation and stress patterns and distinguish from other sounds and patterns.

Articulation – Activities that demonstrate how sounds are produced and then help learners practice.

Produce – Activities (whenever possible authentic and meaningful) that allow learners to demonstrate production.

LESSON 6

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
R.7. recognizes numbers in meaningful contexts.	<ul style="list-style-type: none"> Using numbers related to 	<ul style="list-style-type: none"> Possessives Possessive adjectives 	My phone number is _____.	<ul style="list-style-type: none"> Create a WhatsApp group or complete a contact sheet of phone numbers by

<p>SI.4 asks and answers simple questions about familiar things, if the other person speaks slowly and clearly.</p> <p>SI.10. interacts in a simple way with others repeating or rephrasing ideas at a slower rate of speech.</p>	<p>personal information</p> <p><u>Discourse Markers</u> Correcting oneself</p>			<p>having learners interact, asking for and including number on their phones (or sheet of paper if they do not have phone).</p>
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LESSON 7

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>L.5. recognizes others' expressions of feelings.</p> <p>L.7. recognizes questions and short, simple classroom instructions.</p> <p>SP.3 describes familiar topics using simple phrases.</p>	<ul style="list-style-type: none"> Asking for and giving personal details <p><u>Discourse Markers</u> Correcting oneself</p>	<ul style="list-style-type: none"> Possessives Personal information/ Y/N questions Possessive adjectives To be, including question + negative 	<p>I am _____. (emotions)</p> <p style="text-align: center;"><u>Idioms</u></p> <p>a gut feeling</p>	<ul style="list-style-type: none"> Explain the meaning of the idiom “a gut feeling.” Ask learners to share their “gut feeling” about classroom rules, routines, etc. Learners can draw a rule or routine from a bag where each is written on a strip. Teacher reads it aloud and learner describes their feelings about it. Learners can tally and report the number of learners who feel positive about the rule/routine and those who do not.

LESSON 8

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>L.5. recognizes others' expressions of feelings.</p> <p>R.7. recognizes numbers in meaningful contexts.</p> <p>SI.4 asks and answers simple questions about familiar things, if the other person speaks slowly and clearly.</p> <p>W.2. write words or phrases on registration forms and questionnaires with personal details.</p>	<ul style="list-style-type: none"> Asking for and giving personal details Using numbers related to personal information Completing forms <p><u>Discourse Markers</u> Correcting oneself</p>	<ul style="list-style-type: none"> Possessives Personal information/ Y/N questions Possessive adjectives To be, including question + negative 	<p>I'm from_____.</p> <p>I am_____ (nationality, e.g. Costa Rican, Colombian).</p> <p>I am _____ years old.</p> <p>My address is _____</p> <p>My phone number is_____.</p> <p>tall, short, large, small, tiny, huge, straight, curly, intelligent, favorite, weird strange, witty</p>	<ul style="list-style-type: none"> Learners play a Scavenger Hunt with 9 squares on a sheet of paper and each square including a description of someone in the class. For Sample – 13 years old in one square, has 7 in his phone number, is happy, is tall, etc. Learners must ask each other if one of the facts is true about them and if it is have the person place their name in the correct square.

LESSON 9

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>SI.2. makes introductions of self and others. SP.3 describes familiar topics using simple phrases.</p>	<ul style="list-style-type: none"> Asking for and giving personal details Using numbers related to personal information 	<ul style="list-style-type: none"> Possessives Personal information/ Y/N questions Possessive adjectives To be, including question + negative 	<p>I'm from ____.</p> <p>I am ____ (nationality, e.g. Costa Rican, Colombian).</p> <p>I am ____ years old.</p> <p>My address is ____</p> <p>My phone number is ____.</p> <p>tall, short, large, small, tiny, huge, straight, curly, intelligent, favorite, weird strange, witty</p>	<ul style="list-style-type: none"> Use scenarios such as switching to a new school, calling a potential pen pal on the phone for the first time, meeting a friend of a friend, etc. and have learners' role-play after drawing the scenario from a collection. In groups of four, learners produce a video introduction of each other as though they were introducing themselves to a class in the U.S. (If phones are not available for taping, the presentations can be made live.)

LESSON 10

Integrated Project

Learners "begin with the end in mind" by describing the completed project and agreeing on purpose. Suggested tools: assessment using SMART acronym – Specific, Measurable, Achievable, Relevant, Timely.

Unit 1: Let's Meet and Greet

Week 2: Me, Myself and I

LESSON 1

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>R.5. recognizes straightforward forms in order to insert personal information. W.5. writes simple information about himself/herself (e.g., name, age, address).</p>	<ul style="list-style-type: none"> Asking for and giving personal details Using numbers related to personal information Completing forms 	<ul style="list-style-type: none"> Possessives Personal information/ Y/N questions Possessive adjectives To be, including question + negative 	<p>I'm from ____.</p> <p>I am ____ (nationality, e.g. Costa Rican, Colombian).</p> <p>I am ____ years old.</p> <p>My address is ____</p> <p>My phone number is ____.</p> <p>tall, short, large, small, tiny, huge, straight, curly, intelligent, favorite, weird strange, witty</p>	<p align="center"><u>Task for the Week:</u> <u>Completing profile forms (online and other)</u></p> <ul style="list-style-type: none"> Copy profile forms from popular social media sites and distribute to class members to complete.

LESSON 2

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>R.7. recognizes numbers in meaningful contexts.</p>	<ul style="list-style-type: none"> Asking for and giving personal details 	<ul style="list-style-type: none"> Possessives Personal information/ Y/N questions 	<p>I am ____ years old.</p> <p>My birthday is ____.</p> <p>It is ____ o'clock.</p>	<ul style="list-style-type: none"> Use clocks and calendars to introduce dates and times.

SI.3. communicates the day, date, and time, as well as ask about those matters.	<ul style="list-style-type: none"> Using numbers related to personal information 	<ul style="list-style-type: none"> Possessive adjectives To be, including question + negative 	<p>The time is ____.</p> <p>What time is it?</p> <p>Do you have the time?</p>	<ul style="list-style-type: none"> Review class routines by creating a timeline for the day, week that is posted in the room. Use dialogues found on ESL websites for modeling discussion of dates and times. Create a birthday calendar of all learners' birthdays to be posted in the room.
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LESSON 3

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p><i>Continued from Lesson 2</i></p> <p>R.7. recognizes numbers in meaningful contexts.</p> <p>SI.3. communicates the day, date, and time, as well as ask about those matters.</p>	<ul style="list-style-type: none"> Asking for and giving personal details Using numbers related to personal information 	<ul style="list-style-type: none"> Possessives Personal information/ Y/N questions Possessive adjectives To be, including question + negative 	<p>I am ____ years old.</p> <p>My birthday is ____.</p> <p>It is ____ o'clock.</p> <p>The time is ____.</p> <p>What time is it?</p> <p>Do you have the time?</p>	<ul style="list-style-type: none"> Continue activities listed in Lesson 2.

LESSON 4

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>R.5. recognizes straightforward forms in order to insert personal information.</p> <p>R.7. recognizes numbers in meaningful contexts.</p> <p>SI.4 asks and answers simple questions about familiar things, if the other person speaks slowly and clearly.</p> <p>W.2. write words or phrases on registration forms and questionnaires with personal details.</p>	<ul style="list-style-type: none"> Asking for and giving personal details Using numbers related to personal information Completing forms <p><u>Discourse Markers</u> Correcting oneself</p>	<ul style="list-style-type: none"> Possessives Personal information/ Y/N questions Possessive adjectives To be, including question + negative 	<p>My name is ____.</p> <p>May I leave a message?</p> <p>My phone number is ____.</p> <p>Today's date is ____.</p> <p>It is _____. (9:15 a.m.)</p>	<ul style="list-style-type: none"> Use scenario of a secretary taking information over the phone in order to complete a message to his/her boss. http://s7d1.scene7.com/is/image/officedepot/307264_p

LESSON 5

Phonology: labio-dental consonants /f/ and /v/

R.3. identifies English language sounds using knowledge in phonics, syllabification and word parts.

Follow the RAP model

Recognition – Listening activities in order to hear sounds, intonation and stress patterns and distinguish from other sounds and patterns.

Articulation – Activities that demonstrate how sounds are produced and then help learners practice.

Produce – Activities (whenever possible authentic and meaningful) that allow learners to demonstrate production.

LESSON 6

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>R.5. recognizes straightforward forms in order to insert personal information.</p> <p>R.7. recognizes numbers in meaningful contexts.</p> <p>W.2. write words or phrases on registration forms and questionnaires with personal details.</p> <p>W.5. writes simple information about himself/herself (e.g., name, age, address).</p>	<ul style="list-style-type: none"> • Asking for and giving personal details • Using numbers related to personal information • Completing forms 	<ul style="list-style-type: none"> • Possessives • Personal information/ Y/N questions • Possessive adjectives • To be, including question + negative 	<p>I'm from ____.</p> <p>I am ____ (nationality, e.g. Costa Rican, Colombian).</p> <p>I am ____ years old.</p> <p>My address is ____</p> <p>My phone number is ____.</p> <p>tall, short, large, small, tiny, huge, straight, curly, intelligent, favorite, weird</p> <p>strange, witty</p>	<ul style="list-style-type: none"> • Google job application forms online and use one or more with learners completing as much as their vocabulary will now allow. For example: https://s-media-cache-ak0.pinimg.com/736x/bb/d0/38/bbd038e5d135baa82c3725ad2c481e3d.jpg

LESSON 7

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>L.7. recognizes questions and short, simple classroom instructions.</p> <p>R.5. recognizes straightforward forms in order to insert personal information.</p> <p>SI.10. interacts in a simple way with others repeating or rephrasing ideas at a slower rate of speech.</p>	<ul style="list-style-type: none"> • Asking for and giving personal details • Using numbers related to personal information • Completing forms <p><u>Discourse Markers</u> Correcting oneself</p>	<ul style="list-style-type: none"> • Possessives • Personal information/ Y/N questions • Possessive adjectives • To be, including question + negative 	<p>I'm from ____.</p> <p>I am ____ (nationality, e.g. Costa Rican, Colombian).</p> <p>I am ____ years old.</p> <p>My address is ____</p> <p>My phone number is ____.</p> <p>tall, short, large, small, tiny, huge, straight, curly, intelligent, favorite, weird</p> <p>strange, witty</p>	<ul style="list-style-type: none"> • Using the same job application forms as previous lesson, learners interview each other and complete a form for their partner as though it were over the phone.

W.2. write words or phrases on registration forms and questionnaires with personal details.				
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LESSON 8

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>R.5. recognizes straightforward forms in order to insert personal information.</p> <p>R.7. recognizes numbers in meaningful contexts.</p> <p>W.2. write words or phrases on registration forms and questionnaires with personal details.</p> <p>W.5. writes simple information about himself/herself (e.g., name, age, address).</p>	<ul style="list-style-type: none"> Asking for and giving personal details Using numbers related to personal information Completing forms 	<ul style="list-style-type: none"> Possessives Personal information/ Y/N questions Possessive adjectives To be, including question + negative 	<p>I'm from_____.</p> <p>I am_____ (nationality, e.g. Costa Rican, Colombian).</p> <p>I am _____ years old.</p> <p>My address is _____</p> <p>My phone number is _____.</p>	<ul style="list-style-type: none"> Distribute mock debit cards and copies of online order forms from businesses like Amazon. Learners complete form as though they were ordering online.

LESSON 9

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>L.7. recognizes questions and short, simple classroom instructions.</p> <p>R.5. recognizes straightforward forms in order to insert personal information.</p> <p>Sl.10. interacts in a simple way with others repeating or rephrasing ideas at a slower rate of speech.</p> <p>W.2. write words or phrases on registration forms and questionnaires with personal details.</p>	<ul style="list-style-type: none"> Asking for and giving personal details Using numbers related to personal information Completing forms <p><u>Discourse Markers</u> Correcting oneself</p>	<ul style="list-style-type: none"> Possessives Personal information/ Y/N questions Possessive adjectives To be, including question + negative 	<p>I'm from_____.</p> <p>I am_____ (nationality, e.g. Costa Rican, Colombian).</p> <p>I am _____ years old.</p> <p>My address is _____</p> <p>My phone number is _____.</p>	<ul style="list-style-type: none"> Use order from previous lesson and have learners order from each other as though they were ordering through a call center.

LESSON 10**Integrated Project**

Learners continue to clarify by identifying Can Do Goals (both completed and to be completed) that will be needed for project and gathering additional information need. Suggested tools: Causal links, graphic organizers, 5 Ws and H – Who, what, when, where, why, how.

Unit 1: Let's Meet and Greet
Week 3: Me, Myself, and I

LESSON 1

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Listening Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<p><u>Task for the Week:</u> <u>Introductions and</u> <u>Completing forms</u></p> <p>Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras</p>

LESSON 2

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Reading Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<p>Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras</p>

LESSON 3

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Spoken Interaction Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<p>Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras</p>

LESSON 4

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Spoken Production Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<p>Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras</p>

LESSON 5**Phonology: velar consonants /k/ and /g/**

R.3. identifies English language sounds using knowledge in phonics, syllabification and word parts.

Follow the RAP model

Recognition – Listening activities in order to hear sounds, intonation and stress patterns and distinguish from other sounds and patterns.

Articulation – Activities that demonstrate how sounds are produced and then help learners practice.

Produce – Activities (whenever possible authentic and meaningful) that allow learners to demonstrate production.

LESSON 6

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Written Production Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras

LESSON 7

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Reading Goals for this Theme All Written Production Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras

LESSON 8

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Listening Goals for this Theme All Spoken Interaction Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras

LESSON 9

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Listening Goals for this Theme All Spoken Production Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras

LESSON 10

Integrated Project

Learners complete Action Plans -- Assigning who/what/when for specific actions needed for either steps in Spoken Production (planning and organizing, rehearsing, producing and evaluating) or steps in Written Production (pre-writing, drafting, revising, and editing). Suggested tool: steps for production as explained in syllabus.

Unit 1: Let's Meet and Greet

Theme 3: Family Ties

Unit 1: Let's Meet and Greet

Week 1: Family Ties

LESSON 1

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>L.3. recognizes familiar words and very basic phrases concerning his/her family, everyday activities, when people speak slowly, clearly and with significant pauses. R.8. recognizes the general idea, familiar names, words, and very simple sentences and paragraphs, containing pictures when reading simple, short texts slowly. Sl.2. makes introductions of self and others.</p>	<ul style="list-style-type: none"> Asking for and giving personal details 	<ul style="list-style-type: none"> Possessives Possessive adjectives 	<p>Mother Mom Mommy Dad Father Daddy Sister Sis Brother Bro Aunt Uncle Cousin Grandmother Grandfather Granddad Grandma</p> <p align="center"><u>Quote</u> As the family goes, so goes the nation and so goes the whole world in which we live. ~John Paul II</p>	<p align="center"><u>Task for the Week:</u> <u>Introducing Friends and Family</u></p> <ul style="list-style-type: none"> Share the quote about family in Spanish and English and ask learners if they agree or disagree and why. Introduce vocabulary on family using Teacher's own family tree or the family tree from a current leader or historical figure. Use an illustration of leaves on a tree with the leaves turned so that the vocabulary words for family are not visible. Learners take a leaf from the tree, read the vocabulary word and then fill in the sentence gap "My _____'s name is _____." If they do not have the family member they pull from the tree, they practice "I do not have a _____." 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: <ul style="list-style-type: none"> Question: What is my _____'s name?

				<ul style="list-style-type: none"> ○ 1=Mother ○ 2=Father ○ 3=Brother ○ 4=Sister ○ 5=Grandmother ○ 6=Grandfather <p>Ls take turns rolling dice and then ask the question out loud and answers the question. Change family members as needed for varied practice.</p>
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LESSON 2

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>R.1. identifies messages, making predictions using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events.</p> <p>W.3. writes simple phrases and sentences.</p>	<ul style="list-style-type: none"> • Asking for and giving spelling of familiar words • Asking for and giving personal details 	<ul style="list-style-type: none"> • Possessives • Possessive adjectives • Simple present 	<p>Mother Mom Mommy Dad Father Daddy Sister Sis Brother Bro Aunt Uncle Cousin Grandmother Grandfather Granddad Grandma</p> <p style="text-align: center;"><u>Idioms</u></p> <p>Take care of (someone or something)</p>	<ul style="list-style-type: none"> • Introduce the alphabet by using the names of the learners beside the letter that is the first letter of their name. Ask learners to fill in the other letters with names of family members or friends. Model asking how to spell. • Distribute copies of tree graphic organizers or have learners draw their own. Label squares to indicate immediate family members. Learners complete the graphic organizer using names of family members and the following simple present sentence based on the idiom: My _____ takes care of _____. (could be person or thing) <p>Examples of family trees:</p> <ul style="list-style-type: none"> • http://www.uniqueteachingresources.com/image-files/450x293xfamilytreelearnerworksheet.jpg.pagespeed.ic.R2mMhW4sBJ.jpg • Peanuts cartoon characters -- https://pbs.twimg.com/media/CWPZpeVUkAMnPC.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

LESSON 3

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>L.2. identifies messages by making predictions using prior knowledge and contextual clues.</p> <p>Sl.4 asks and answers simple questions about familiar things, if the other person speaks slowly and clearly.</p> <p>W.3. writes simple phrases and sentences.</p>	<ul style="list-style-type: none"> Asking for and giving spelling of familiar words Asking for and giving personal details 	<ul style="list-style-type: none"> Frequency adverbs 	<p>Mother Mom Mommy Dad Father Daddy Sister Sis Brother Bro Aunt Uncle Cousin Grandmother Grandfather Granddad Grandma</p>	<ul style="list-style-type: none"> Introduce always, sometimes, never using Teacher's family tree and gap sentences such as My (family member) is (adverb) (adjective). "My Mother is always happy." Ask learners to form simple questions based on What family member is (adverb) (adjective)? Then model the creation of a graphic organizer with Always, Sometimes, and Never as headings and the descriptive word in the appropriate columns. For example, if the question is What family member is always happy? the word "happy" would be in the Always column. Learners interview each other, asking the question and then asking how to spell the name of the person the learner says fits the question. They will then write the name beside the adjective.

LESSON 4

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>L.3. recognizes familiar words and very basic phrases concerning his/her family, everyday activities, when people speak slowly, clearly and with significant pauses.</p> <p>Sl.4 asks and answers simple questions about familiar things, if the other person speaks slowly and clearly.</p>	<ul style="list-style-type: none"> Asking for and giving spelling of familiar words Asking for and giving personal details Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Y/N question Possessives Possessive adjectives Frequency adverbs Simple present 	<p>Mother Mom Mommy Dad Father Daddy Sister Sis Brother Bro Aunt Uncle Cousin Grandmother Grandfather Granddad Grandma</p> <p style="text-align: center;"><u>Idioms</u></p> <p>Deal with (something)</p>	<ul style="list-style-type: none"> Learners brainstorm positive and negative habits of family members and complete a T chart. When needed, learners use dictionary to produce correct spelling and practice spelling aloud. Learners then rate their family members as to whether they always, sometimes or never do the habit that is read aloud. Rating can be done with green sheet for always, yellow for sometimes and red for never or learners can place themselves on a spectrum using the classroom walls and center to designate the three choices. Learners play the Telephone Game after hearing what the idiom "deal with" means. Learners play the game using this format: "I can deal with my _____'s _____ but I can't deal with my _____'s _____."

LESSON 5

Phonology: long /i/ and short /ɪ/

R.3. identifies English language sounds using knowledge in phonics, syllabification and word parts.

Follow the RAP model

Recognition – Listening activities in order to hear sounds, intonation and stress patterns and distinguish from other sounds and patterns.

Articulation – Activities that demonstrate how sounds are produced and then help learners practice.

Produce – Activities (whenever possible authentic and meaningful) that allow learners to demonstrate production.

LESSON 6

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>L.2. identifies messages by making predictions using prior knowledge and contextual clues.</p> <p>SI.9. expresses a sequence of events or actions by placing them in some sort of order.</p>	<ul style="list-style-type: none"> Asking for and giving personal details Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Y/N question Possessives Possessive adjectives Frequency adverbs Simple present 	<p>Mother Mom Mommy Dad Father Daddy Sister Sis Brother Bro Aunt Uncle Cousin Grandmother Grandfather Granddad Grandma</p>	<ul style="list-style-type: none"> Teacher does a chant of daily activities such as: On Sunday. Mary goes to church, her husband goes to church, her daughter goes to church and her son goes _____ (allow learners to fill in the blank). On Monday, Mary goes to work, her husband goes to work, her daughter goes to _____ and her son goes to school. Goes to a restaurant, goes to the soccer game, goes to the park, walks the dog, etc can be used for different days. Working in pairs, learners can practice On Sunday my family goes to _____. Does your family go to _____ on Sunday? Optional Y/N questions can focus on frequency adverbs – Does your _____ always/sometimes/never go to _____ on _____?

LESSON 7

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>R.1. identifies messages, making predictions using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events.</p> <p>R.8. recognizes the general idea, familiar names, words, and very simple sentences and paragraphs, containing pictures</p>	<ul style="list-style-type: none"> Asking for and giving spelling of familiar words Asking for and giving personal details Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Y/N question Possessives Possessive adjectives Frequency adverbs Simple present 	<p>Mother Mom Mommy Dad Father Daddy Sister Sis Brother Bro Aunt Uncle Cousin Grandmother Grandfather Granddad Grandma</p> <p>Daily activities/routines</p>	<ul style="list-style-type: none"> Teacher distributes a worksheet of daily activities for learners to complete. Learners draw a cartoon strip of weekly routines and write captions for each day. Or they use their phones and add captions to a series of photos that illustrate daily routines and send them to Teacher in order.

when reading simple, short texts slowly. W.4.writes simple sentences with assistance, using a dictionary or textbook.				
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LESSON 8

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
R.1. identifies messages, making predictions using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events. W.3. writes simple phrases and sentences. SP.4 recounts recent experiences and gives compliments.	<ul style="list-style-type: none"> Asking for and giving personal details Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Y/N question Possessives Possessive adjectives Frequency adverbs Simple present 	Mother Mom Mommy Dad Father Daddy Sister Sis Brother Bro Aunt Uncle Cousin Grandmother Grandfather Granddad Grandma	<ul style="list-style-type: none"> Teacher reads Tweets selected after searching for #Family. (Tweets can be copied with “print screen” option on computer keyboard. After several are shared, learners in pairs predict meaning of others. Learners then creates a tweet of 140 characters or less that compliments a family member on a recent event such as: <i>Thanks mom. You are the best. You always take care of me. #Family</i> Learner presents to class.

LESSON 9

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
R.1. identifies messages, making predictions using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events. SI.2. makes introductions of self and others. SI.4 asks and answers simple questions about familiar things, if the other person speaks slowly and clearly.	<ul style="list-style-type: none"> Asking for and giving spelling of familiar words Asking for and giving personal details Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Y/N question Possessives Possessive adjectives Frequency adverbs Simple present 	Mother Mom Mommy Dad Father Daddy Sister Sis Brother Bro Aunt Uncle Cousin Grandmother Grandfather Granddad Grandma	<ul style="list-style-type: none"> Teacher shares headlines and/or photos with captions found after doing an online search of “family” in the news. Teacher asks a series of Y/N questions to determine if learners understand the content. Learners create two lines facing each other and with their partner -- as each story is shared again – asks and answers Is this something your family does? using frequency adverbs. Learners shift to new partner with new headline/photo.

LESSON 10

Integrated Project

Focusing on either Spoken Production or Written Production steps

Unit 1: Let's Meet and Greet

Week 2: Family Ties

LESSON 1

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>L.2. identifies messages by making predictions using prior knowledge and contextual clues.</p> <p>L.3. recognizes familiar words and very basic phrases concerning his/her family, everyday activities, when people speak slowly, clearly and with significant pauses.</p> <p>R.8. recognizes the general idea, familiar names, words, and very simple sentences and paragraphs, containing pictures when reading simple, short texts slowly.</p>	<ul style="list-style-type: none"> Asking for and giving spelling of familiar words Asking for and giving personal details Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Y/N question Possessives Possessive adjectives Simple present 	<p>Mother Mom Mommy Dad Father Daddy Sister Sis Brother Bro Aunt Uncle Cousin Grandmother Grandfather Granddad Grandma</p> <p>Daily activities/routines</p>	<p align="center"><u>Task for the Week:</u> <u>Creating a Family Planning Calendar</u></p> <ul style="list-style-type: none"> 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

LESSON 2

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>L.3. recognizes familiar words and very basic phrases concerning his/her family, everyday activities, when people speak slowly, clearly and with significant pauses.</p>	<ul style="list-style-type: none"> Asking for and giving spelling of familiar words Asking for and giving personal details Asking for and giving 	<ul style="list-style-type: none"> Y/N question Possessives Possessive adjectives Frequency adverbs Simple present 	<p>Mother Mom Mommy Dad Father Daddy Sister Sis Brother Bro Aunt Uncle Cousin Grandmother Grandfather Granddad Grandma</p> <p>Daily activities/routines</p>	<ul style="list-style-type: none"> Teacher uses a weekly calendar and shares one activity per one family member per day (using simple present). As the day is mentioned a picture of the activity is placed beneath that day. Pairs of learners interact by asking and answering Y/N questions based on presentation. Example: Teacher's

<p>R.1. identifies messages, making predictions using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events.</p> <p>Sl.4 asks and answers simple questions about familiar things, if the other person speaks slowly and clearly.</p>	<p>information about routines and habits</p>		<p><u>Idioms</u> Deal with (something) Take care of (someone or something)</p>	<p>daughter cleans her room on Wednesdays. Do you clean your room on Wednesdays?</p>
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LESSON 3

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>R.1. identifies messages, making predictions using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events.</p> <p>Sl.4 asks and answers simple questions about familiar things, if the other person speaks slowly and clearly.</p>	<ul style="list-style-type: none"> Asking for and giving spelling of familiar words Asking for and giving personal details Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Y/N question Simple present 	<p>Mother Mom Mommy Dad Father Daddy Sister Sis Brother Bro Aunt Uncle Cousin Grandmother Grandfather Granddad Grandma</p> <p>Daily activities/routines</p>	<ul style="list-style-type: none"> Play Family Bingo – Using a Bingo Card created prior to class, learners walk around and ask each other if what is in the square is true of them. If it is, they write that classmate’s name in the same box.. After a winner is declared, one by one, learners read off one sentence of choice from their Bingo card. Examples for squares: <ul style="list-style-type: none"> Sister watches TV Father cooks Mother cooks Father works Mother works Brother plays ball Grandmother goes to church

LESSON 4

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>R.8. recognizes the general idea, familiar names, words, and very simple sentences and paragraphs, containing pictures when reading simple, short texts slowly.</p>	<ul style="list-style-type: none"> Asking for and giving personal details Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Y/N question Possessives Possessive adjectives Simple present 	<p>Mother Mom Mommy Dad Father Daddy Sister Sis Brother Bro Aunt Uncle Cousin Grandmother Grandfather Granddad Grandma</p> <p>Daily activities/routines</p>	<ul style="list-style-type: none"> Using the statements that were true of their family from Lesson 3, learners add more simple present sentences that are true and tell them in order of the day on which the activity occurs. On Sunday, my grandmother goes to church. On Monday, my father goes to work. On Tuesday ...

Sl.9. expresses a sequence of events or actions by placing them in some sort of order.				
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LESSON 5

Phonology: long /e/ and short /ε/

R.3. identifies English language sounds using knowledge in phonics, syllabification and word parts.

Follow the RAP model

Recognition – Listening activities in order to hear sounds, intonation and stress patterns and distinguish from other sounds and patterns.

Articulation – Activities that demonstrate how sounds are produced and then help learners practice.

Produce – Activities (whenever possible authentic and meaningful) that allow learners to demonstrate production.

LESSON 6

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
R.1. identifies messages, making predictions using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, visuals, key words and sequence of events. W.3. writes simple phrases and sentences. W.4. writes simple sentences with assistance, using a dictionary or textbook.	<ul style="list-style-type: none"> Asking for and giving spelling of familiar words Asking for and giving personal details Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Y/N question Possessives Possessive adjectives Simple present 	Mother Mom Mommy Dad Father Daddy Sister Sis Brother Bro Aunt Uncle Cousin Grandmother Grandfather Granddad Grandma Daily activities/routines	<ul style="list-style-type: none"> Learners use a printed weekly calendar and fill in activities that are true of their family for each of the days. Goal should be at least one activity per day.

LESSON 7

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
R.1. identifies messages, making predictions using prior knowledge, contextual and typographical clues, titles, labels, headings, headlines, pictures, illustrations, visuals,	<ul style="list-style-type: none"> Asking for and giving spelling of familiar words Asking for and giving personal details Asking for and giving 	<ul style="list-style-type: none"> Y/N question Possessives Possessive adjectives Simple present 	Mother Mom Mommy Dad Father Daddy Sister Sis Brother Bro Aunt Uncle Cousin Grandmother Grandfather Granddad Grandma Daily activities/routines	<ul style="list-style-type: none"> Teacher shares a plan for having a picnic with his/her family on Saturday. The plan is presented as one activity per day that will need to be done in order to have the picnic. Example: <ul style="list-style-type: none"> Monday – Family chooses foods.

<p>key words and sequence of events.</p> <p>W.3. writes simple phrases and sentences.</p> <p>W.4. writes simple sentences with assistance, using a dictionary or textbook.</p>	<p>information about routines and habits</p>		<p><u>Idioms</u></p> <p>Take care of (someone or something)</p>	<ul style="list-style-type: none"> ○ Tuesday – Son takes care of finding chairs for picnic. ○ Wednesday – Daughter takes care of finding music. ○ Thursday – Husband takes care of finding boxes for food. ○ Friday – Family takes care of preparing food. ○ Saturday – Family enjoys picnic. <ul style="list-style-type: none"> ● Learners identify at least one activity they would like to do on the weekend with their family and write steps for planning on each day.
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LESSON 8

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>SP.2 describes his/her daily and weekend routines to the class using simple phrases and formulaic expressions.</p> <p>SP.4 recounts recent experiences and gives compliments.</p>	<ul style="list-style-type: none"> ● Asking for and giving spelling of familiar words ● Asking for and giving personal details ● Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> ● Y/N question ● Possessives ● Possessive adjectives ● Simple present 	<p>Mother Mom Mommy Dad Father Daddy Sister Sis Brother Bro Aunt Uncle Cousin Grandmother Grandfather Granddad Grandma</p>	<ul style="list-style-type: none"> ● Learners present their calendars by using the gap sentence On (day of week) my (family member) (specific activity). My (family member) is good at (activity).

LESSON 9

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>L.3. recognizes familiar words and very basic phrases concerning his/her family, everyday activities, when people speak slowly, clearly and with significant pauses.</p> <p>SP.4 recounts recent experiences and gives compliments.</p>	<ul style="list-style-type: none"> ● Asking for and giving spelling of familiar words ● Asking for and giving personal details ● Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> ● Y/N question ● Possessives ● Possessive adjectives ● Simple present 	<p>Mother Mom Mommy Dad Father Daddy Sister Sis Brother Bro Aunt Uncle Cousin Grandmother Grandfather Granddad Grandma</p> <p style="text-align: center;"><u>Quote</u></p> <p>Friends are the family you choose. ~Jess C. Scott</p>	<ul style="list-style-type: none"> ● Teacher introduces the quote. ● Teacher then presents the scenario of being stranded on a deserted island with a “family of friends”. Learners must choose who would be on their island, what they would do and compliment them using the following: ● “I choose _____ to be on the island with me because he/she is good at _____. And on _____ he/she can _____.” (I choose Ana to be on the island with me because she is good at sewing. And on Monday she can sew clothes for us.) ● Learners must include at least four friends, activities and days of the week. Famous people or characters from books or TV

				shows could be used to make the stories more fun.
LESSON 10				
Integrated Project				
Focusing on either Spoken Production or Written Production steps				

Unit 1: Let's Meet and Greet Week 3: Family Ties				
LESSON 1				
Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Listening Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras using resources from:
LESSON 2				
Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Reading Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras
LESSON 3				
Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Spoken Interaction Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras
LESSON 4				
Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Spoken Production Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras
LESSON 5				

Phonology: labial consonants /p/ and /b/

R.3. identifies English language sounds using knowledge in phonics, syllabification and word parts.

Follow the RAP model

Recognition – Listening activities in order to hear sounds, intonation and stress patterns and distinguish from other sounds and patterns.

Articulation – Activities that demonstrate how sounds are produced and then help learners practice.

Produce – Activities (whenever possible authentic and meaningful) that allow learners to demonstrate production.

LESSON 6

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Written Production Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras

LESSON 7

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Reading Goals for this Theme All Written Production Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras

LESSON 8

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Listening Goals for this Theme All Spoken Interaction Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras

LESSON 9

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Listening Goals for this Theme All Spoken Production Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras

LESSON 10

Integrated Project

Focusing on either Spoken Production or Written Production steps

Unit 1: Let's Meet and Greet

Theme 4: Whatcha doin'?

Unit 1: Let's Meet and Greet

Week 1: Whatcha doin'?

LESSON 1

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>L.1. identifies basic greetings, farewells, common expressions of politeness (e.g., hello, goodbye, sorry) and personal information.</p> <p>L.6. recognizes everyday expressions dealing with simple and concrete familiar topics, in clear, slow, repeated speech and with significant pauses.</p> <p>Sl.3. communicates the day, date, and time, as well as ask about those matters.</p>	<ul style="list-style-type: none"> Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Prepositions of time, including in/on/at 	<p>wake up, brush teeth, take shower, comb hair, eat breakfast/ lunch/ dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text</p> <p style="text-align: center;"><u>Idioms</u></p> <p>brainstorm</p> <p style="text-align: center;"><u>Quotes</u></p> <p>We do not remember days, we remember moments. ~Cesare Pavese</p>	<p style="text-align: center;"><u>Task for the Week</u></p> <p style="text-align: center;"><u>Making plans for hanging out</u></p> <ul style="list-style-type: none"> Teacher defines brainstorm and then Learners brainstorm meaning of quote and list moments in their lives they remember. Teacher introduces Whatcha doin' What's happening? What are you up to? as greetings and activates prior knowledge by playing a game based on calendars created from last week. Teacher tosses a ball to a learner and asks one of the greeting questions and gives a day. For example, Whatcha doin' on Monday? Learner responds with One Monday I _____. Then throws object to another learner and asks one of the greeting questions and gives day of the week.

LESSON 2

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>L.1. identifies basic greetings, farewells, common expressions of politeness (e.g., hello, goodbye, sorry) and personal information.</p> <p>R.6. recognizes simple short messages and greetings.</p>	<ul style="list-style-type: none"> Asking and telling time and date Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Present continuous Prepositions of time, including in/on/at 	<p>wake up, brush teeth, take shower, comb hair, eat breakfast/ lunch/ dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text</p>	<ul style="list-style-type: none"> Use basic greetings from Lesson 1 as an Entrance ticket as learners enter the classroom – Whatcha doin'? What's happening? What are you up to? If class uses a social media platform or app such as WhatsApp, Teacher sends a known greeting to the class and learners respond. If social media is not an option, Teacher can search for images of text

W.4. writes simple sentences with assistance, using a dictionary or textbook.				<p>conversations and project those with greetings.</p> <ul style="list-style-type: none"> Teacher introduces present continuous and some vocabulary. Then explains that he/she will name a time of day and learners must respond to question in text (or on paper if social media is not possible). Teacher then says, It's 7 a.m., whatcha doin? And other time and question combinations.
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LESSON 3

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>L.6. recognizes everyday expressions dealing with simple and concrete familiar topics, in clear, slow, repeated speech and with significant pauses.</p> <p>SI.3. communicates the day, date, and time, as well as ask about those matters.</p> <p>SI.11. interacts in simple phone conversations.</p>	<ul style="list-style-type: none"> Asking and telling time and date Asking for and giving information about routines and habits <p><u>Discourse Markers</u></p> <ul style="list-style-type: none"> No, sorry. 	<ul style="list-style-type: none"> Y/N questions Present continuous Prepositions of time, including in/on/at 	<p>wake up, brush teeth, take shower, comb hair, eat breakfast/ lunch/ dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text</p> <p style="text-align: center;"><u>Idioms</u></p> <p>hang out</p>	<ul style="list-style-type: none"> Teacher introduces vocabulary and in/on/at using a comical visual or miming those activities which fit this model: I wake up in my bed, on Mondays, at 6 a.m. I eat breakfast in the kitchen on Sundays at 9 a.m. Learners work in pairs using graphic organizer with headings in/on/at and practice correct phrases. Option: online board games for prepositions of time are also available. Teacher presents a recording (WhatsApp allows for voice recordings) of a conversation such as: Teacher: Hi, __name of friend__! Do you want to hang out on Saturday? Friend: No, sorry, I am studying on Saturday. I could do something on Sunday. Teacher: Great! Let's meet in the park on Sunday at 1 p.m. Friend: See you then. Learners practice dialogue.

LESSON 4

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>L.6. recognizes everyday expressions dealing with simple and concrete familiar topics, in clear, slow, repeated speech and with significant pauses.</p>	<ul style="list-style-type: none"> Asking and telling time and date Asking for and giving information 	<ul style="list-style-type: none"> Prepositions of time, including in/on/at 	<p>wake up, brush teeth, take shower, comb hair, eat breakfast/ lunch/ dinner, school, practice, babysitting, church, soccer, band, homework, study,</p>	<ul style="list-style-type: none"> Using clock faces or digital images of time stamps from texts or apps, learners practice saying times and using vocabulary regarding daily routines. Example: I wake up at 6 a.m. Learners then place the daily routines that have been printed on separate

<p>R.6. recognizes simple short messages and greetings. Sl.3. communicates the day, date, and time, as well as ask about those matters. Sl.9. expresses a sequence of events or actions by placing them in some sort of order.</p>	<p>about routines and habits</p>		<p>exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text</p>	<p>pages in the proper order. Competition can be between two or more groups with their own sets who must line up their group members in the proper order. Winning team then says a time and the activity.</p>
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LESSON 5

Phonology: alveolar consonants /t/, /d/, /s/ and /z/

R.3. identifies English language sounds using knowledge in phonics, syllabification and word parts.

Follow the RAP model

Recognition – Listening activities in order to hear sounds, intonation and stress patterns and distinguish from other sounds and patterns.

Articulation – Activities that demonstrate how sounds are produced and then help learners practice.

Produce – Activities (whenever possible authentic and meaningful) that allow learners to demonstrate production.

LESSON 6

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>L.6. recognizes everyday expressions dealing with simple and concrete familiar topics, in clear, slow, repeated speech and with significant pauses. R.6. recognizes simple short messages and greetings. Sl.5. expresses lack of understanding using body language or formulaic expressions.</p>	<ul style="list-style-type: none"> Asking and telling time and date Asking for and giving information about routines and habits <p><u>Discourse Markers</u></p> <ul style="list-style-type: none"> No, sorry. 	<ul style="list-style-type: none"> Y/N questions Present continuous Prepositions of time, including in/on/at 	<p>wake up, brush teeth, take shower, comb hair, eat breakfast/ lunch/ dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text</p> <p align="center"><u>Idioms</u></p> <p>brainstorm hang out</p>	<ul style="list-style-type: none"> Learners brainstorm a list of reasons why they might not be able to hang out on the weekend. Teacher writes the sentences as present continuous on the board. Learners select one of the sentences as their own as the class engages in a walk and talk activity. When teacher calls time, learners stop, ask Can you hang out this weekend? And respond with No, sorry, I am _____. Learners are encouraged to say if they do not understand the response by using Sorry, I didn't hear you. Sorry, can you repeat. Or Repeat please?

LESSON 7

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>L.6. recognizes everyday expressions dealing with simple and concrete familiar topics, in clear, slow, repeated speech and with significant pauses.</p> <p>SP.2 describes his/her daily and weekend routines to the class using simple phrases and formulaic expressions.</p> <p>SP.4 recounts recent experiences and gives compliments.</p>	<ul style="list-style-type: none"> Asking and telling time and date Asking for and giving information about routines and habits <p><u>Discourse Markers</u></p> <ul style="list-style-type: none"> No, sorry. 	<ul style="list-style-type: none"> Y/N questions Present continuous Prepositions of time, including in/on/at 	<p>wake up, brush teeth, take shower, comb hair, eat breakfast/ lunch/ dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text</p>	<ul style="list-style-type: none"> Learners make presentations regarding their plans for the weekend using at least three routines for Saturday and three for Sunday. After each presentation, learners ask Y/N questions of the presenter. Learners in pairs then assess the presentation and give compliments.

LESSON 8

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>R.6. recognizes simple short messages and greetings.</p> <p>W.4. writes simple sentences with assistance, using a dictionary or textbook.</p> <p>W.6. writes brief messages like birthday, holiday greetings, invitations, postcards, a tweet, and notes to friends.</p>	<ul style="list-style-type: none"> Asking and telling time and date Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Y/N questions Present continuous Prepositions of time, including in/on/at 	<p>wake up, brush teeth, take shower, comb hair, eat breakfast/ lunch/ dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text</p>	<ul style="list-style-type: none"> Teacher shares sample texts or emails of invitations to hang out for the weekend. Learners create similar texts using same format.

LESSON 9

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>R.6. recognizes simple short messages and greetings.</p> <p>W.4. writes simple sentences with assistance, using a dictionary or textbook.</p> <p>W.6. writes brief messages like birthday, holiday greetings, invitations, postcards, a tweet, and notes to friends.</p>	<ul style="list-style-type: none"> Asking and telling time and date Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Y/N questions Present continuous Prepositions of time, including in/on/at 	<p>wake up, brush teeth, take shower, comb hair, eat breakfast/ lunch/ dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text</p>	<ul style="list-style-type: none"> Learners exchange texts (on paper or send to one another digitally) and respond with options such as: No, I'm sorry. Please ask again. Sure. Tell me where.

LESSON 10

Integrated Project

Presentations of projects with questions and answers

Unit 1: Let's Meet and Greet

Week 2: Whatcha doin'?

LESSON 1

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
L.6. recognizes everyday expressions dealing with simple and concrete familiar topics, in clear, slow, repeated speech and with significant pauses. SI.9. expresses a sequence of events or actions by placing them in some sort of order.	<ul style="list-style-type: none"> Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Common preposition of place 	wake up, brush teeth, take shower, comb hair, eat breakfast/ lunch/ dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text	<p align="center"><u>Task for the Week</u> <u>Planning a Party</u></p> <ul style="list-style-type: none"> Teacher introduces prepositions of place with chant or song such as this one sung to the tune of Are You Sleeping/Frere Jacques: In, on, under (place fingers in cupped hand, then on cupped hand, then under) In, on, under In front of (place hand in front of cupped hand) In front of Beside, behind (hand beside cupped hand then behind) Beside, behind In front of, In front of. Pairs of learners then place 3-4 objects between them (pencil, paper, phone, eraser) and practice saying the action while doing it: The pencil is on the paper. The paper is beside the phone.

LESSON 2

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
L.1. identifies basic greetings, farewells, common expressions of politeness (e.g., hello, goodbye, sorry) and personal information. R.6. recognizes simple short messages and greetings.	<ul style="list-style-type: none"> Asking and telling time and date Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Present continuous Common preposition of place 	wake up, brush teeth, take shower, comb hair, eat breakfast/ lunch/ dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text	<ul style="list-style-type: none"> Teacher provides matching activity of vocabulary words with phrases using prepositions of place. For example: Take shower ... in the bathroom Brush my teeth ... in front of the sink Eat lunch ... beside my friend Do my homework ... on the bus Pairs of learners work together to complete the matching activity.

W.4.writes simple sentences with assistance, using a dictionary or textbook.				
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LESSON 3

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
SI.3. communicates the day, date, and time, as well as ask about those matters. R.6. recognizes simple short messages and greetings. W.4.writes simple sentences with assistance, using a dictionary or textbook.	<ul style="list-style-type: none"> Asking and telling time and date Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Y/N questions Present continuous Prepositions of time, including in/on/at Common preposition of place 	wake up, brush teeth, take shower, comb hair, eat breakfast/ lunch/ dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text	<ul style="list-style-type: none"> Learners complete a graphic organizer based on who/what/when/where. The “what” column is filled in as learners brainstorm routines. Learners then interact with each other to ask and answer who/when/where using prepositions of time and place.

LESSON 4

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
SI.9. expresses a sequence of events or actions by placing them in some sort of order. SP.2 describes his/her daily and weekend routines to the class using simple phrases and formulaic expressions.	<ul style="list-style-type: none"> Asking and telling time and date Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Y/N questions Present continuous Prepositions of time, including in/on/at Common preposition of place 	wake up, brush teeth, take shower, comb hair, eat breakfast/ lunch/ dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text brainstorm <u>Idioms</u>	<ul style="list-style-type: none"> In small groups, learners brainstorm activities for a great party. They must answer: On what day? At what time? In what place? Is place beside, behind, or in front of school? What food is on the menu? What music is on the radio? Groups then share their ideas for a great party.

LESSON 5

Phonology: labio-dental consonants /f/ and /v/

R.3. identifies English language sounds using knowledge in phonics, syllabification and word parts.

Follow the RAP model

Recognition – Listening activities in order to hear sounds, intonation and stress patterns and distinguish from other sounds and patterns.

Articulation – Activities that demonstrate how sounds are produced and then help learners practice.

Produce – Activities (whenever possible authentic and meaningful) that allow learners to demonstrate production.

LESSON 6

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>SI.3. communicates the day, date, and time, as well as ask about those matters.</p> <p>SI.5. expresses lack of understanding using body language or formulaic expressions.</p> <p>SI.11. interacts in simple phone conversations.</p>	<ul style="list-style-type: none"> Asking and telling time and date Asking for and giving information about routines and habits <p><u>Discourse Markers</u></p> <ul style="list-style-type: none"> No, sorry. 	<ul style="list-style-type: none"> Y/N questions Present continuous Prepositions of time, including in/on/at Common preposition of place 	<p>wake up, brush teeth, take shower, comb hair, eat breakfast/ lunch/ dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text</p>	<ul style="list-style-type: none"> Learners select one of the party ideas from Lesson 4 and role play a telephone conversation (modeled by teacher using taped conversation or WhatsApp like recording feature) inviting another learner to participate.

LESSON 7

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>R.6. recognizes simple short messages and greetings.</p> <p>SI.9. expresses a sequence of events or actions by placing them in some sort of order.</p> <p>SP.4 recounts recent experiences and gives compliments.</p>	<ul style="list-style-type: none"> Asking and telling time and date Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Y/N questions Present continuous Prepositions of time, including in/on/at Common preposition of place 	<p>wake up, brush teeth, take shower, comb hair, eat breakfast/ lunch/ dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text</p> <p align="center"><u>Idioms</u></p> <p>brainstorm hang out</p>	<ul style="list-style-type: none"> Learners read and place in the proper order a series of party planning steps using vocabulary such as Text invitations. Clean the room. Cook the food. Give band the song list. Decorate the room. Learners then present a plan for the party by stating the step and then adding who would be a good person to be responsible for that activity by giving a compliment. For example: Ana talks on the phone very well. She can make calls. Steven writes well. He can send the text.

LESSON 8

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<p>R.6. recognizes simple short messages and greetings.</p> <p>W.4. writes simple sentences with assistance, using a dictionary or textbook.</p> <p>W.6. writes brief messages like birthday, holiday greetings, invitations, postcards, a tweet, and notes to friends.</p>	<ul style="list-style-type: none"> Asking and telling time and date Asking for and giving information about routines and habits 	<ul style="list-style-type: none"> Y/N questions Present continuous Prepositions of time, including in/on/at Common preposition of place 	<p>wake up, brush teeth, take shower, comb hair, eat breakfast/ lunch/ dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text</p>	<ul style="list-style-type: none"> Teacher shares sample party invitations (could use online event tool). In small groups, Learners create similar invitations using same format.

LESSON 9				
Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
R.6. recognizes simple short messages and greetings. W.4. writes simple sentences with assistance, using a dictionary or textbook. W.6. writes brief messages like birthday, holiday greetings, invitations, postcards, a tweet, and notes to friends.	<ul style="list-style-type: none"> Asking and telling time and date Asking for and giving information about routines and habits <p><u>Discourse Markers</u> No, sorry.</p>	<ul style="list-style-type: none"> Y/N questions Present continuous Prepositions of time, including in/on/at Common preposition of place 	wake up, brush teeth, take shower, comb hair, eat breakfast/ lunch/ dinner, school, practice, babysitting, church, soccer, band, homework, study, exercise, hobby, clean the house, cook, sleep, nap, talk on the phone/text	<ul style="list-style-type: none"> Learners exchange party invitations and choose to reply positively or negatively, using polite vocabulary.
LESSON 10				
Integrated Project				
Presentations of projects with questions and answers				

Unit 1: Let's Meet and Greet
Week 3: Whatcha doin'?

LESSON 1				
Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Listening Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras
LESSON 2				
Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> All Reading Goals for this Theme 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> All 	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras
LESSON 3				
Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities

• All Spoken Interaction Goals for this Theme	• All	• All	• All	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras
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LESSON 4

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
• All Spoken Production Goals for this Theme	• All	• All	• All	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras

LESSON 5

Phonology: velar consonants /k/ and /g/

R.3. identifies English language sounds using knowledge in phonics, syllabification and word parts.

Follow the RAP model

Recognition – Listening activities in order to hear sounds, intonation and stress patterns and distinguish from other sounds and patterns.

Articulation – Activities that demonstrate how sounds are produced and then help learners practice.

Produce – Activities (whenever possible authentic and meaningful) that allow learners to demonstrate production.

LESSON 6

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
• All Written Production Goals for this Theme	• All	• All	• All	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras

LESSON 7

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
• All Reading Goals for this Theme • All Written Production Goals for this Theme	• All	• All	• All	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras

LESSON 8

Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
• All Listening Goals for this Theme • All Spoken Interaction Goals for this Theme	• All	• All	• All	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras

LESSON 9				
Assessment of Can Do Goals	Functions	Grammar	Vocabulary/Idioms	Sample Activities
<ul style="list-style-type: none"> • All Listening Goals for this Theme • All Spoken Production Goals for this Theme 	<ul style="list-style-type: none"> • All 	<ul style="list-style-type: none"> • All 	<ul style="list-style-type: none"> • All 	Review, assess, repair using resources from: Cyberlab, Educatico, Profe en Casa, Englishpost.org, La Evaluación de las Lenguas Extranjeras
LESSON 10				
Integrated Project				
Evaluation of projects				

Created by Karen Campbell and validated by Yamileth Chaves and Marianella Granados

Online Resources

American English

<https://americanenglish.state.gov>

The American English website provides resources for teaching and learning English as a Foreign Language (EFL), exploring American culture, and encouraging conversation within the global EFL community.

PBS Learning Media

<http://www.pbslearningmedia.org/>

PBS LearningMedia provides PreK-12 educators with access to free digital content and professional development opportunities designed to improve teacher effectiveness and learner achievement. PBS LearningMedia was developed in partnership with the WGBH Educational Foundation and is offered locally by 155 PBS licensees, representing 356 stations in 55 U.S. states and territories.

Apps for Teaching English

<http://mastersin esl.com/essential-esl-app-guide/>

Masters in ESL provide ESL and TESOL teachers and learners a list of useful apps for every platform to help with crucial language learning processes.

Sources On Using Podcasts

<http://busyteacher.org/14466-how-to-teach-listening-skills-using-online.html>

<http://busyteacher.org/22450-podcasts-esl-classroom-top-9-ways.html>

iTunes

<http://www.itunescharts.net/us/charts/podcasts/>

Sources for Podcast Dramas

<http://www.playmepodcast.com/listen-to-playme/> (Canadian)

<http://www.bbc.co.uk/podcasts/genre/drama> **(United Kingdom)**

<https://www.thepodcasthost.com/category/fiction-podcasts/fiction-podcast-of-the-week/> **(variety)**

Sources for Literature-based Podcasts

<http://learn.org/articles/20-Free-Literary-Podcasts-Worth-Listening-To.html>