



**Teacher's Guide** for the New English Curriculum

**Eighth Grade**  
**2018**

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## Forward letter to the teachers

Dear Teacher,

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

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

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

In conjunction with the materials in this module, we are encouraging you to build partnerships with other colleagues and to contextualize the material and ideas given according to your students needs and context.

Furthermore, we invite you to develop your knowledge and skills as lifelong learners to improve mediation practices and to build confidence and motivation to teach. To assist you with this ongoing process, we will continue to develop and provide online digital resources and professional development opportunities.

*Asesoría Nacional de Inglés Departamento de Tercer Ciclo y Educación Diversificada*

## Table of Contents

Forward letter to the teachers.....	5
Summary of the Syllabus Theoretical Framework .....	7
The Learner as a New Citizen.....	8
What are the legal underpinnings and how are they related to language teaching and learning? .....	10
Which pedagogical trends influence the teaching practices? .....	11
Costa Rican general descriptors according to CEFR English proficiency bands .....	13
The Action-Oriented Approach .....	16
Competence .....	17
General competences .....	17
Basic Principles of the Action-Oriented Approach .....	17
Communicative competence .....	18
How are lessons planned? .....	20
Didactic Planning for Secondary .....	21
Third Cycle and Diversified Education.....	24
<b>Classroom Setting in the Action Oriented Approach .....</b>	<b>26</b>
<b>Phonological Competence and the Use of RAP .....</b>	<b>27</b>
<b>How is learning assessed?.....</b>	<b>29</b>
<b>What is the teacher's profile to implement this new curriculum? .....</b>	<b>35</b>
<b>Distribution of Scenarios Academic and Technical Diversified Education .....</b>	<b>37</b>
<b>Sequence of Scenarios and themes in Third Cycle and Diversified Education.....</b>	<b>38</b>
<b>Eighth Grade Exit Profile .....</b>	<b>41</b>
<b>Eighth Grade Distribution of Domains and Scenarios by Term.....</b>	<b>43</b>
<b>Sample Weekly Plans and Materials for .....</b>	<b>44</b>
<b>Units 1-6 for Eighth Grade .....</b>	<b>44</b>

## Summary of the Syllabus Theoretical Framework

### Introduction: Why a new English Curriculum?

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

Purpura (2016) summarized these competences as follows:

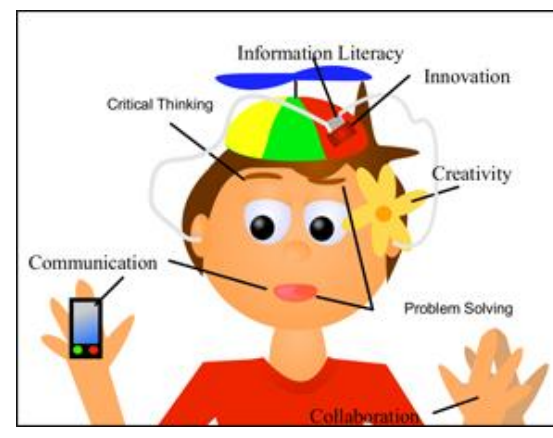
Over the years, the geopolitical and technological forces in the workplace have increased the knowledge, skills, and abilities (KSAs) that people need to perform their jobs. We are now asked to read, listen, and synthesize large amounts of information from several sources via multiple modalities; search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

In addition, he stated that:

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

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

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

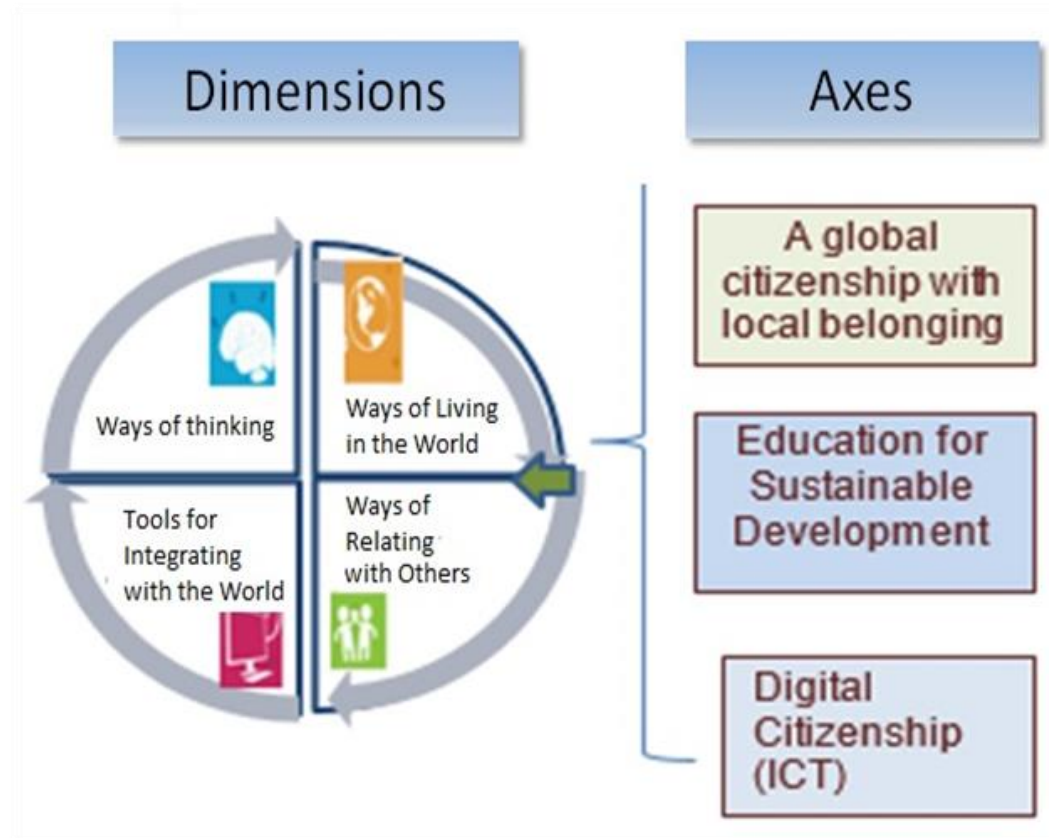


## The Learner as a New Citizen

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

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

Figure 2. Dimension for Educating for a New Citizenship

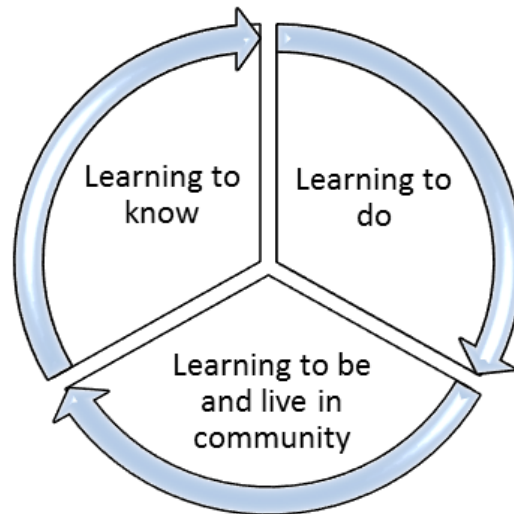


## What are the legal underpinnings and how are they related to language teaching and learning?

*Policy for the 21st Century* highlights three philosophical trends:

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

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



## Language Learning Considerations

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

## Which pedagogical trends influence the teaching practices?

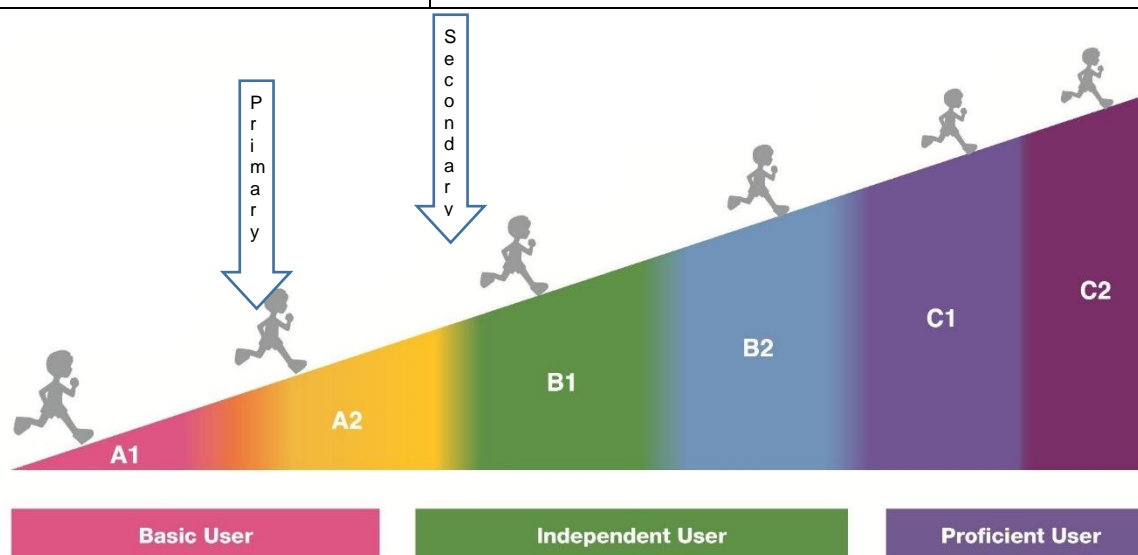
<b>Socio-constructivism</b> <ul style="list-style-type: none"> <li>• The learner as a responsible member of a world community</li> </ul>	<b>Holism</b> <ul style="list-style-type: none"> <li>• Reality as a set of systems, a network of connections; everything is affected and interdependent.</li> </ul>	<b>Critical Pedagogy</b> <ul style="list-style-type: none"> <li>• Learners become producers of knowledge, not just consumers.</li> </ul>
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## The Common European Framework of Reference (CEFR)

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

### Implications:

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





## Costa Rican general descriptors according to CEFR English proficiency bands

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

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

Independent User	B1	<p><b>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</b></p> <ul style="list-style-type: none"> <li>• Can use B1 level, grade level and age appropriate linguistic (e.g., complex verb forms), socio-cognitive (e.g., deduction/induction, inference strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (evaluating) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping.</li> <li>• Can use B1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project.</li> <li>• Can give, receive, and respond to feedback at critical stages of the creative process.</li> <li>• Can use level and age appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario.</li> <li>• Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).</li> </ul>
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## The Action-Oriented Approach

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

### **Basic Principles of the Action-Oriented Approach**

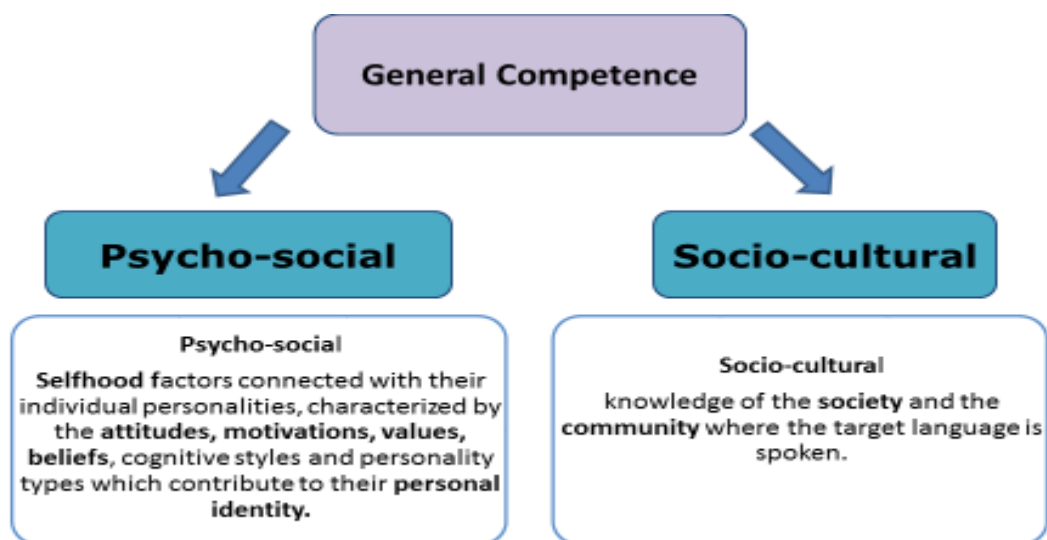
1. The students are social agents that use the target language to perform specific actions in real life contexts meaningfully.
2. Language performances, in oral or written form, respond to language functions and are carried out in specific scenarios.
3. Enabling and communicative activities are task-based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

### **General competences**

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

### **Competence**

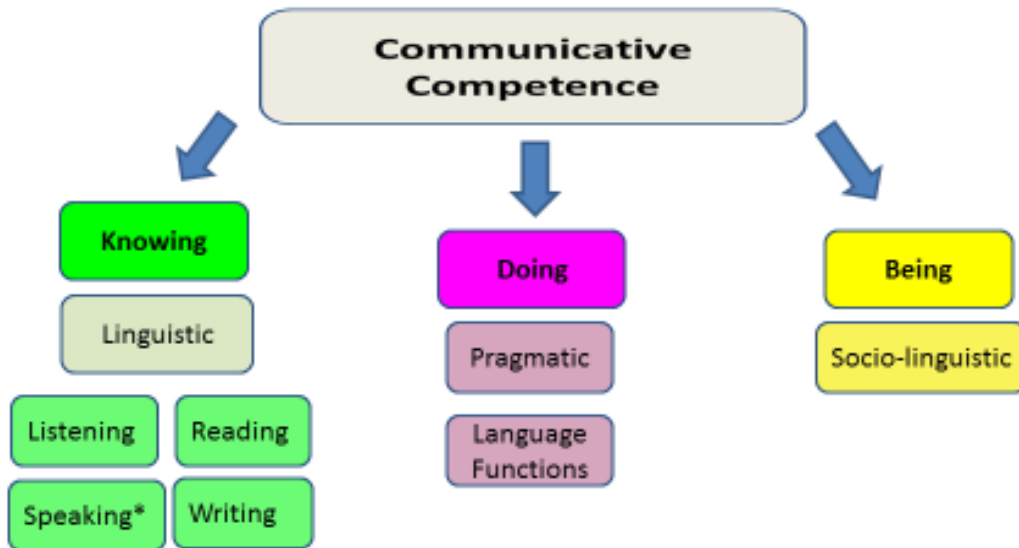
The CEFR defines competences as “the sum of knowledge, skills and characteristics that allow a person to perform actions in society.”



### Communicative competence

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

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



### Communication

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

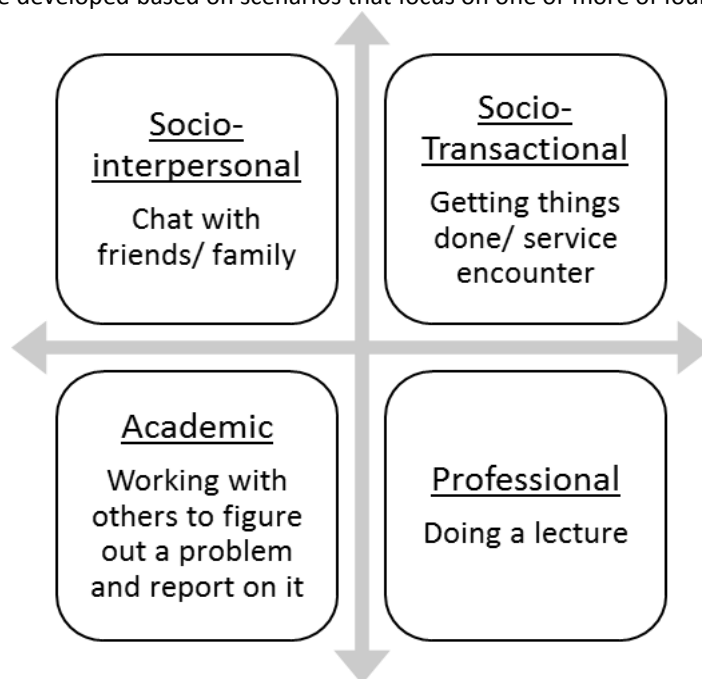
### Tasks

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

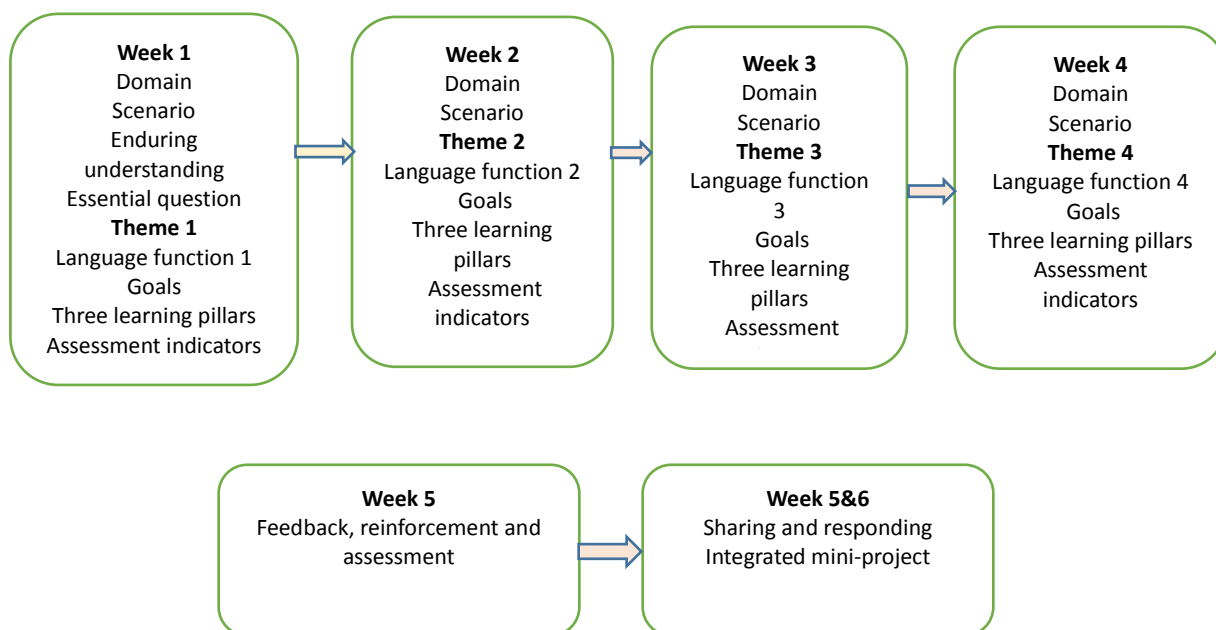
Task accomplishment by an individual involves the strategic activation of specific linguistic competences (linguistic, pragmatic and socio-linguistic) along with a range of socio-cognitive competences in order to carry out a set of purposeful actions in a particular domain (interpersonal, transactional,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

## How are lessons planned?

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



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



### Didactic Planning for Secondary

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

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

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

### **Third Cycle and Diversified Education**

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

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

### Mediation Sequence

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

- Teacher makes sure that all learners understand task instructions.
- Teachers should ensure learners know how to use strategies through teacher scaffolding and modeling, peer collaboration and individual practice.
- Learners have at their disposition useful words, phrases and idioms that they need to perform the task. It could be an audio recording with the instructions and the pronunciation of the words and phrases needed.
- The task could involve the integration of listening and speaking or reading and writing and is given to students individually, in pairs, or teams.
- The learners complete the task together using all resources they have. They rehearse their presentation, revise their written report, present their spoken reports or publish their written reports.
- Teacher monitors the learners' performance and encourages them when necessary.

- The learners consciously assess their language performances (using rubrics, checklists and other technically designed instruments that are provided and explained to them in advance). Teachers assess performance, provide feedback in the form of assistance, bring back useful words and phrases to learners' attention, and provide additional pedagogical resources to learners who need more practice.
- At the end of each unit, the learners develop and present Integrated Mini-Projects to demonstrate mastery of the unit goals.
- The enduring understanding and essential question are central to articulate the three learnings: learn to know, learn to do and learn to be and live in community. The Integrated Mini-Project is an opportunity for students to integrate these three learnings in a single task.
- Teach and plan English lessons in English to engage learners socially and cognitively.

## Classroom Setting in the Action Oriented Approach

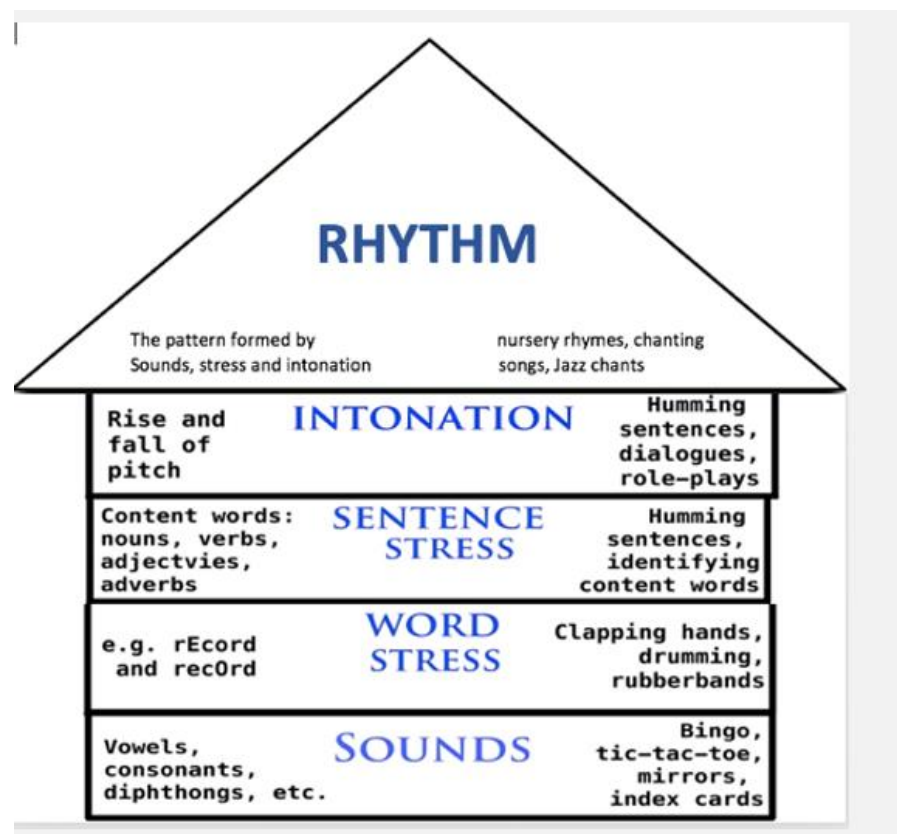
When implementing the action oriented lessons in your English class; remember to:

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

## Phonological Competence and the Use of RAP

Phonological competence is the ability to recognize and produce the distinctive meaningful sounds, of a language, including: consonants. vowels. tone patterns. intonation patterns, stress and rhythm.

What to do to learn and teach phonological competence



And you can also use

R.A.P.P.P.P.P.P.

- **Recognition** (aural and cognitive)
- **Articulation**
- **Productive Practice**
- They are not linear.. But can be.. But don't have to be

➤ Popsicle Sticks

**RECOGNITION:**  
WHICH SOUND DO YOU HEAR?

/d/	/t/	/id/
Played	Worked	Visited

## ARTICULATION

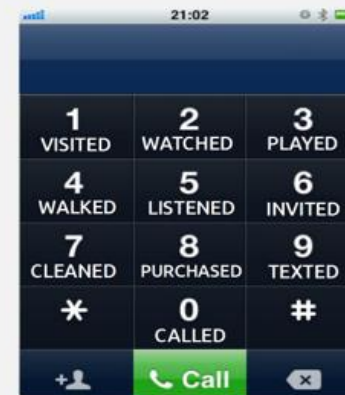
### ➤ Guided Discovery

The facilitator guides students in identifying, describing and experiencing how specific sounds, stress, intonation and/or rhythm are produced

➤ Journaling can be a great way to explore and promote articulation!

## PRODUCTIVE PRACTICE

➤ What's your phone number?



**Source:** Ramirez, R., Scholl, M. Zalazar, L., Cárdenas, N., Rossi, A. Centro Espiral Maná (2017)

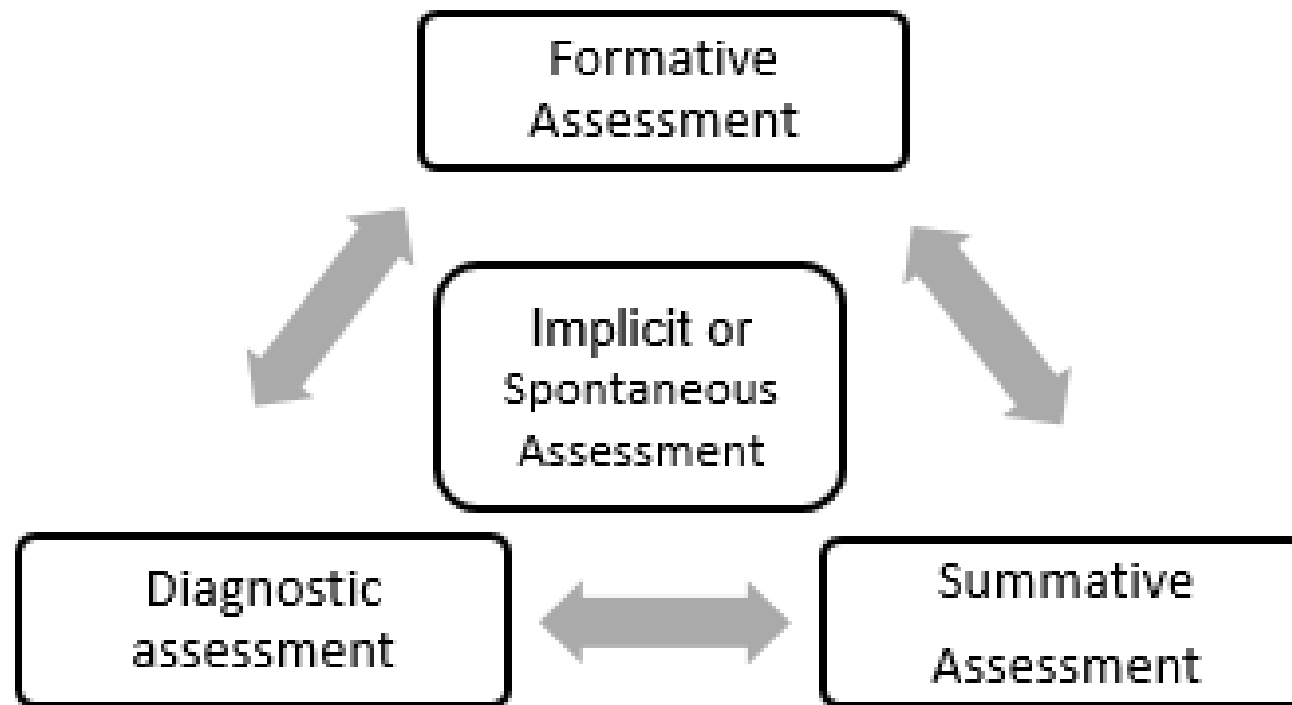
## How is learning assessed?

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

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

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

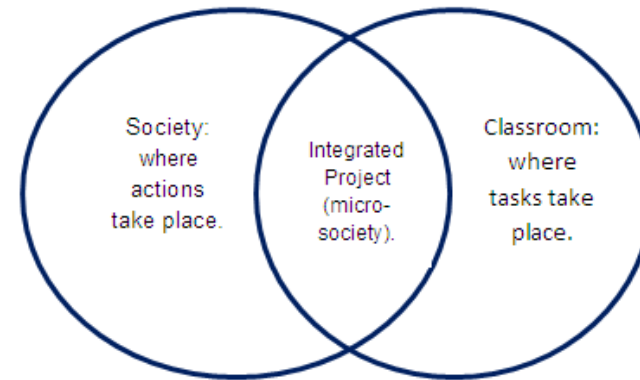
Task design, task performance, and assessment become a fundamental unit of instructed learning; tools such as analytic and/or holistic scales, rubrics, progress indicators and checklists play an important role for obtaining valid and reliable qualitative and quantitative data about students' learning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



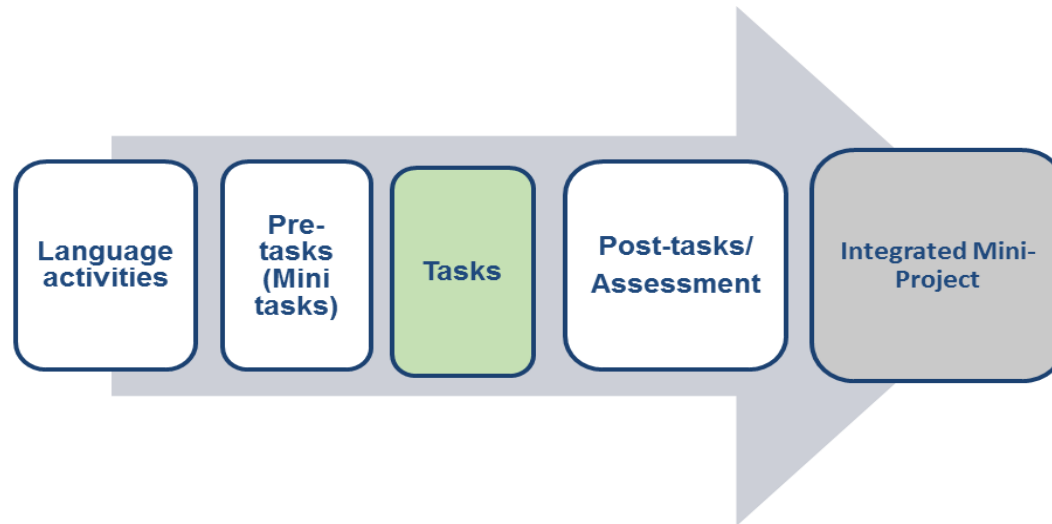
## Integrated Mini- Project

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

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



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



**Phases for the Integrated Mini-Project**

**1. Participating/Negotiating (Week 1 or 2)**

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

**2. Thinking/planning (Week 3 or 4)**


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

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

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

#### 4. Responding and Sharing (Week 6)

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

<p style="text-align: center;"><b>7<sup>th</sup> - Unit 3 – Example</b> <b>Promoting local tourism</b></p> <p>Integrated Mini-Project: Tourist Brochure to support local tourism</p> <p>Task description: You want to show the most important tourist attractions to support local tourism. Design a brochure to promote local touristic attractions. Keep in mind the following questions to guide your product: Is this an authentic communication action? Is it useful for everyday life?</p> <p>Phase 1: <b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2) Choose your mini project and get in groups of 3-4 participants and negotiate in order to plan next phase.</p> <p>Phase 2: <b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4) Plan your brochure. Think what to do (the information you need to find, the time and organization of the the work (what to write and distribute what each member is going to do).</p> <p>Phase 3: <b>Acting out to complete the MP –oral &amp; written:</b> (week 5) In your group, complete the brochure in class, rehearse and organize the presentation.</p> <p>Phase 4: <b>Responding and sharing</b> (week 6) Present creatively the brochure to the class, respond questions from the audience and using the instruments self or co assess it.</p>	
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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Introducing Scenario</b>	<b>Some tasks can relate to Integrated Mini-Project</b>	<b>Some tasks can relate to Integrated Mini-Project</b>	<b>Some tasks can relate to Integrated Mini-Project</b>	<b>Completion of Integrated Mini-Project</b>	<b>Presentation of MP</b>
<i>Participating/negotiating</i>  Selecting Integrated Mini-Project (5-10 min)	<i>Participating/negotiating</i>  Planning Integrated Mini-Project (5-10 min)	<i>Thinking/planning</i>  Planning Integrated Mini-Project (5-10 min)	<i>Thinking/planning</i>  Planning Integrated Mini-Project (5-10 min)	<i>Acting out/completing MP</i>  Completion of Integrated Mini-Project	<i>Responding and sharing</i>  Presenting the IMP

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

### Teacher's Profile

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

## What is expected from learners?

### Learner's Exit Profile

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

## Distribution of Scenarios Academic and Technical Diversified Education

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

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

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

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

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

## Eighth Grade Exit Profile

Level A2 Grade 8			
Integral Development and Communicative Competence			
At this stage, the learner can...			
<b>Learn to know</b>	have a level-appropriate language (words, phrases, formulaic expressions) and topical knowledge related to domains, scenarios and themes.		
<b>Learn to do</b>	use level-appropriate linguistic and topical resources in order to listen, read, speak and write in response to level and age-appropriate tasks, integrating language and topical knowledge, skills and abilities (KSAs) within domains, scenarios and themes.		
<b>Learn to be and live in community</b>	use personal and social dispositions (e.g., engagement, attitudes, cooperation, turn taking, empathy, and other universal values) when interacting and producing in the target language and taking time to search for words using oral and body language for transferable learning beyond the classroom setting (enduring understanding).		
<b>Listening</b>	<b>Reading</b>	<b>Speaking (spoken interaction &amp; production)</b>	<b>Writing</b>
<b>CEFR STANDARDS</b> <ul style="list-style-type: none"> <li>Can understand sentences and take note of basic information relevant to personal needs and family activities.</li> </ul> <b>INTEGRATION OF LANGUAGE SKILLS</b> <ul style="list-style-type: none"> <li>Can discriminate key words and information to report orally (listening to speak).</li> </ul>	<b>CEFR STANDARDS</b> <ul style="list-style-type: none"> <li>Can read and comprehend longer texts using high-frequency vocabulary, and predictable patterns within messages, narratives, and expository text.</li> </ul> <b>INTEGRATION OF LANGUAGE SKILLS</b> <ul style="list-style-type: none"> <li>Can read short stories to react to content (reading to speak/write).</li> <li>Can get specific information from</li> </ul>	<b>CEFR STANDARDS</b> <ul style="list-style-type: none"> <li>Can interact by asking and answering simple questions on familiar topics.</li> <li>Can communicate about simple, routine tasks, information on familiar or everyday topics to audiences.</li> </ul> <b>INTEGRATION OF LANGUAGE SKILLS</b> <ul style="list-style-type: none"> <li>Can produce words, short</li> </ul>	<b>CEFR STANDARDS</b> <ul style="list-style-type: none"> <li>Can begin to independently write single words and phrases in English; relay short messages supported by drawing, use inventive spelling within highly supported structures such as patterned sentences. Are starting to vary their sentence.</li> </ul> <b>INTEGRATION OF LANGUAGE SKILLS</b>

<ul style="list-style-type: none"> <li>• Can recognize pieces of information to complete sentences frames (listening to write).</li> <li>• Can recognize basic simple information to support reading comprehension (listening to read).</li> </ul>	<p>simple reading pieces to respond in oral exchanges (reading to speak).</p> <ul style="list-style-type: none"> <li>• Can follow simple model sentence frames and expressions in narratives, reminders by taking notes to write responses and reporting (reading to write/speak).</li> </ul>	<p>phrases and simple sentences with linguistic support such as framed sentences with lists of familiar words to choose from (reading to speak/write).</p> <ul style="list-style-type: none"> <li>• Can elaborate from modeled sentence frames and familiar dialogues to interact (writing to speak).</li> <li>• Can interact exchanging information using sentence frames to report to audiences (listening to speak).</li> </ul>	<ul style="list-style-type: none"> <li>• Can write cards, simple messages, brochures and invitations for others to read (writing to read).</li> <li>• Can write simple directions for others to follow (writing to listen).</li> <li>• Can plan; organize written information to deliver an oral presentation (writing to speak).</li> </ul>
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## Eighth Grade Distribution of Domains and Scenarios by Term

Domain	Scenario	Unit
<b>Term 1</b>		
Socio-Interpersonal	My High School...Our place.	1
Socio-Interpersonal and Transactional	Let the Good Times Roll!	2
<b>Term 2</b>		
Socio-Interpersonal and Transactional	Something to Celebrate!	3
Socio-Interpersonal and Transactional	Going Shopping!	4
<b>Term 3</b>		
Socio-Interpersonal and Transactional	Unforgettable Events	5
Socio-Interpersonal and Transactional	Amazing Costa Rica!	6

# **Sample Weekly Plans and Materials for Units 1-6 for Eighth Grade**

Level 8th		Unit 1		
CEF level to be reached: A2				
Scenario: My High School...Our place				
Enduring Understanding	School is a special place where learners have a sense of belonging, feel cared for, like to learn, and participate.			
Essential Question	What makes our high school a special place?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5/6
<p><b>Assessment:</b> L recognizes short, clear and simple instructions and explanations when delivered slowly.</p> <p>L.2. understand short, clear and simple instructions and explanations when delivered slowly.</p> <p><b>Assessment:</b> L expresses common interests about school life.</p> <p>SI.1. express common interests about school life such as, "My favorite subject is English", "I don't like math".</p> <p><b>Assessment:</b> L writes simple notices expressing interests, wants and preferences, either by hand or electronically.</p> <p>W.1. write, either by hand or electronically, simple notices of interests, wants or preferences (e.g. school activities subjects, schedules, and English festivals).</p>	<p><b>Assessment:</b> L recognizes the main points in short, simple stories.</p> <p>L.3. understand the main points in short, simple stories, reports short audio announcements and messages when there is some previous understanding of school activities.</p> <p><b>Assessment:</b> L extracts the gist of short articles and ads in age-appropriate magazines (print and/or electronic).</p> <p>R.3. understand the gist of short articles and ads in age-appropriate magazines (print and/or electronic) provided the subjects are familiar.</p> <p><b>Assessment:</b> L writes an explanation of what they do every day at school, with the help of illustrations.</p> <p>W.2. write, with the help of illustrations, an explanation of what they do every day at school, checking written sentences to look for mistakes (e.g. subject-verb</p>	<p><b>Assessment:</b> L discriminates important information in simple texts.</p> <p>R.2. find important information in simple text (e.g., schedules, times and dates).</p> <p><b>Assessment:</b> L asks and answers straightforward questions in familiar situations.</p> <p>SI.3. ask straightforward questions in familiar situations (e.g., asking for times, schedules, favorite subjects, favorite activities) and understand the responses, using short dialogues with some preparation in advance.</p> <p><b>Assessment:</b> L says what exactly he/she does not understand and asks simply for clarification.</p> <p>SI.2. say what exactly he/she does not understand and ask simply for clarification.</p> <p><b>Assessment:</b> L describes common interests about school activities, the subjects and schedule he /she has at school.</p>	<p><b>Assessment:</b> L identifies others' expressions of interests regarding school activities (e.g. likes and dislikes, indicating preferences about subjects and school activities).</p> <p>L.1. understand others' expressions of interests regarding school activities (e.g., likes and dislikes, indicating preferences about subjects and school activities).</p> <p><b>Assessment:</b> L explains high school through his/her friends/ peers briefly.</p> <p>SP.2 explain high school through his/her friend/ peers briefly.</p>	<p><b>Assessment</b></p> <p>Anecdotal reports / rubrics / instruments for self and co-assessment</p> <p><b>Suggested Integrated Mini project</b></p> <p>Achievable weekly/monthly study schedule, including information about school activities, study periods and leisure activities.</p> <p>Survey report on findings about a typical school day in national / international school, describing subjects, schedules, and extra-curricular activities.</p> <p>High school survey and report back findings about favorite school subjects, teachers, best things about high school, lead into a class discussion to debrief activity.</p>

	agreement, capitalization, spelling, basic punctuation etc.	SP.1. describe common interests about school activities, the subjects and schedule he/she has at school.	
<b>Phonology Goal for Each Week</b> <b>Assessment:</b> L identifies English language sounds using knowledge in phonics, syllabification and word parts. R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.			
<b>Theme</b>	<b>Theme</b>	<b>Theme</b>	<b>Theme</b>
High School -- Bring it on!	A Day in the Life of My High School	What is Your Next Class?	High School Through my Friend's Eyes
<b>Function</b>	<b>Function</b>	<b>Function</b>	<b>Function</b>
– Naming school activities	– Describing a high school day	– Exchanging information about my high school schedule	– Reporting information about my classmates' school activities
<b>Discourse Markers</b>	<b>Discourse Markers</b>	<b>Discourse Markers</b>	<b>Discourse Markers</b>
<u>Linkers: Sequential</u> <b>First</b> , we have a science lesson. <b>Then</b> , we go to a language lab.	<u>Linkers: Sequential</u> <b>After that</b> , we take a math test.	<u>Linkers: Sequential</u> <b>Finally</b> , our last class ends at 4:00/ ended at 4:00.	<u>Linkers: Sequential pastime</u> <b>First</b> , we have a science lesson. <b>Then</b> , we go to a language lab. <b>After that</b> , we take a math test. <b>Finally</b> , our last class ends at 4:00/ ended at 4:00.
<b>Grammar &amp; Sentence Frames</b>	<b>Grammar &amp; Sentence Frames</b>	<b>Grammar &amp; Sentence Frames</b>	<b>Grammar &amp; Sentence Frames</b>
<u>Subject Pronouns</u> - I study every day. - They attend classes on Saturday.  <u>Prepositions of time</u> - I study in the morning, afternoon, evening. - I attend science classes on Monday - I study at noon, night.  <u>Phrasal Verbs:</u> -look for -look forward to  – attend classes	<u>Present Continuous</u> - What are you doing now? - I'm studying for the math exam. - Are you studying science?  <u>Frequency Adverbs</u> - How often do you read? - I usually read at night.	<u>Information questions</u> - What classes do you have in the morning? - When do you have English classes? - What time does he study math?  <u>Simple Present Tense</u> - I start classes at 7:00 am - I don't have classes on Friday afternoon. - She goes to French class at 8:40 am  <u>Future Tense (using present progressive)</u>	<u>Simple Present Tense</u> <u>yes/no Questions</u> - Do you like math? - Does she like English? - Is he in your French class?  <u>Possessive Pronouns</u> - My favorite subject is English. - His favorite teacher is Juan. - Her favorite class is math.  <u>Possessives 's / s'</u> - Daniel's favorite subject is English. - Ana's favorite teacher is Luis. - My classmates' favorite subject is Spanish.

-go to high school -do homework		- We are going to make a pizza this evening. - Are you going to study this weekend?	
<b>Phonology</b>  – Long vowels (eat, oat)	<b>Phonology</b>  – Long vowels (eat, oat)	<b>Phonology</b>  – Reading two-syllable and compound words, using letter-sound knowledge. (fireball)	<b>Phonology</b>  – Reading two-syllable and compound words, using letter-sound knowledge. (fireball)
<b>Vocabulary</b>  <u>High school. Bring it on!</u> – Hall, playground, gym, sports field, corridor, lab, teacher's lounge, school, school uniforms.	<b>Vocabulary</b>  <u>A day in the life of my high school.</u> – Teachers, Teaching staff, parents, classmates, librarian, principal, janitor, security guard, games equipment, food, audiovisual equipment, blackboard, whiteboard, computers, school bags	<b>Vocabulary</b>  <u>What is your next class?</u> – First, second, last, my first class – What's your schedule? – What classes do you have? – When do you have lunch? It starts at... – What time does it end? (Timetable) – What's your favorite class? – recess/break time	<b>Vocabulary</b>  <u>High School Through my Friend's Eyes</u> – Return to school, visits and exchanges, parents' day, sports/dance competitions, English day, matches, festivals, fairs, parades, lessons, games, playtime, school clubs and open house.
<b>Psycho-social</b> – Discovering my strengths and areas for improvement.  <b>Quotes</b> – Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand. --Unknown Author  <b>Social Language</b> – Pop quiz- an unannounced quiz (very common in the US) – Straight A's- perfect grades.	<b>Psycho-social</b> – Making right decisions about school responsibilities and rights.  <b>Idioms</b> – Learn something by heart	<b>Psycho-social</b> – Willingness to cooperate in teamwork.  <b>Sociocultural</b> – Respecting his/her school, classmates and teachers.  <b>Social Language</b> – Cut class- to not attend class – Pull an all-nighter- to stay up very late studying	<b>Sociocultural</b> – Respecting his/her school, classmates and teachers.  <b>Idioms</b> – To be a copycat – Teacher's pet

## Didactic Planning Week # 1

Level: 8 <sup>th</sup>		Unit: 1
<b>Domain:</b> Socio-Interpersonal	<b>Scenario:</b> My High School...Our Place	<b>Theme:</b> High School- Bring it on!
<b>Enduring Understanding:</b> School is a special place where learners have a sense of belonging, feel cared for, like to learn, and participate. <b>Essential Question:</b> What makes our high school a special place?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frames</b> <u>Subject Pronouns</u> - I study every day. - They attend classes on Saturday.  <u>Prepositions of time</u> - I study in the morning, afternoon, evening. - I attend science classes on Monday - I study at noon, night.  <u>Phrasal Verbs:</u> -look for -look forward to  <b>Vocabulary</b> <u>High school. Bring it on!</u> - Hall, playground, gym, sports field, corridor, computer lab, teacher's lounge, classroom, school uniforms.  <b>Phonology</b> - Long vowels (eat, oat)	<b>Function</b> Naming school activities  <b>Discourse Markers</b> <u>Linkers: Sequential</u> <b>First</b> , we have a science lesson. <b>Then</b> , we go to a language lab.	<b>Psychosocial</b> - Discovering my strengths and areas for improvement.  <b>Proverbs / Quotes</b> - Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand. -- Unknown Author

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
		<p><b>Pre-teaching</b></p> <p><b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Participating</b></p> <p><b>Warm up:</b> T asks Ls to brainstorm about school subjects. Ls will give examples of school subjects. T will write the Ls' examples on the board.</p> <p><b>Engaging</b></p> <p><b>Activation of Prior Knowledge:</b> Once finished with brainstorming, T will give Ls an image related to the school subjects (see Resource Section). The Ls must go to the board and place the image next to the appropriate school subject. Ls need to state the subject using appropriate sentence structures, Ex. This is Math. This is English.</p> <p><b>Introducing</b></p> <ul style="list-style-type: none"> <li>- T will show a blank schedule template. The schedule has the five days of the week and it is divided by lessons with specific times and breaks. <ul style="list-style-type: none"> <li>- Then, T asks Ls to give her /him their group schedule.</li> </ul> </li> <li>- After that, he/she models the new vocabulary by filling out a schedule template with the subjects Ls have in their own schedule.</li> <li>- T shows images of different places in school on the board. As each word is introduced, T writes the word next to the image. Words are: Hall/corridor, playground, gym, sports field, computer lab, teacher's lounge, and classroom. T uses the sentence frame: This is the _____. You take _____ classes there. (<i>We suggest to work with ten words at the most</i>).</li> <li>- T asks Ls to work in pairs to describe the schedule from the board and say where they take each subject. Then, T says a word and points to incorrect image indicating that Ls should say yes, <i>this is the _____</i> or no, <i>this is the _____</i> (insert word or image selected) if the word does not</li> </ul>	<p>5 min</p> <p>15min</p> <p>5 min</p> <p>15min</p>

L.2. recognizes short, clear and simple instructions and explanations when delivered slowly.	L.2. understand short, clear and simple instructions and explanations when delivered slowly.	<p>identify the image. If the answer is no, Ls must point to the correct image and say This is the_____.</p> <p>- T shows pictures chosen at random and asks Ls to name either the subject or the place.</p> <p><b>Pre-listening</b></p> <p><b>What class do you attend? Where do you attend...?</b></p> <p>T will write an example weekly schedule on the board. T writes the following sentence frames: What class do you attend on _____? On _____, I attend_____ or I attend_____ on _____. T will model the activity with Ls chosen earlier who understand the purpose of the activity. T throws a ball or stuffed animal to different Ls. T will ask Ls the question about the example prompting the Ls to respond giving the proper sentence structure. Ex. What class do you attend on <u>Wednesday</u>? I attend <u>Spanish</u> on <u>Wednesday</u>. After practicing, T can ask about classes in plural for specific days of the week.</p> <p>T asks students where they attend certain classes. Ex. Where do you attend P.E.? I attend P.E. in the gym. (see Resource Section for examples)</p> <p><b>Listening for the first time</b></p> <p>- Teacher explains task #1 by giving specific instructions to Ls.</p> <p>- Teacher describes the schedule and asks Ls to answer the following questions.</p> <table><tr><th colspan="6">Mario's Schedule</th></tr><tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr><tr><th>Morning</th><td>Math Biology P.E.</td><td>Math Biology</td><td>Spanish P.E.</td><td>Spanish</td><td>History Computer (lab)</td></tr><tr><th>Afternoon</th><td>English Spanish</td><td>History Computer Science</td><td>Geography English</td><td>Geography P.E. (Gym)</td><td>Science Math</td></tr></table>	Mario's Schedule							Monday	Tuesday	Wednesday	Thursday	Friday	Morning	Math Biology P.E.	Math Biology	Spanish P.E.	Spanish	History Computer (lab)	Afternoon	English Spanish	History Computer Science	Geography English	Geography P.E. (Gym)	Science Math	40min
Mario's Schedule																											
	Monday	Tuesday	Wednesday	Thursday	Friday																						
Morning	Math Biology P.E.	Math Biology	Spanish P.E.	Spanish	History Computer (lab)																						
Afternoon	English Spanish	History Computer Science	Geography English	Geography P.E. (Gym)	Science Math																						

1. What is the teacher talking about?
  - a. Time and places at school
  - b. A student's schedule
  - c. Teacher's schedule
2. Does the teacher mention French Psychology classes?  
Yes \_\_\_\_\_ No \_\_\_\_\_

### Pair/group Feedback

T asks Ls to work in pairs and compare with their classmates' answers. Ls follow teacher's instructions.

### Listening for the second time

- Teacher explains task # 2 and asks Ls to answer questions related to the schedule he/she will describe again.

1. What classes does Mario attend on Monday morning?
2. Where does Mario attend P.E.?
3. What time of the day does Mario attend Math on Tuesdays and Mondays?

### Post – listening

- Ls use their own schedule to write 5 or 6 questions about it. They can use these frames:
  1. What classes do you attend on \_\_\_\_\_?
  2. Where do you attend \_\_\_\_\_?
  3. What time of the day do you attend \_\_\_\_\_?
  4. What is your favorite subject?
- Then, they mingle to interview other classmates about their schedule.

<p>Sl.1. expresses common interests about school life</p>	<p>Sl.1. express common interests about school life such as, “My favorite subject is English”, “I don’t like math”.</p>	<p><b>1.Planning/Organizing</b> Ls are given paper and markers and create their own weekly schedule.</p> <p><b>2.Rehearsal</b> After finishing illustrating their schedules they will do a walk and talk in pairs. T plays a song/video and pauses the sound. When the sound stops, pairs ask about each other’s schedules and show their schedules to their pair. After 30 seconds the music starts again for the Ls to find a new partner.</p> <p><b>3.Using:</b> T asks three pairs to present the conversation they had during the previous activity.</p>	
<p>W.1. L writes simple notices expressing interests, wants and preferences, either by hand or electronically.</p>	<p>W.1. write, either by hand or electronically, simple notices of interests, wants or preferences (e.g. school activities subjects, schedules, and English festivals).</p>	<p><b>1.Pre writing</b> T shows some examples of different notices. Teacher asks students to see the main parts of a notice. <b>heading (eye catcher), body (brief information with short sentences) contact person (person name, phone and email)</b> . T asks Ls to think of notice they would like to write in class.</p> <p><b>2.Drafting</b> L start to write their notice.</p> <p><b>3.Revising</b> Learners help each other to read and revise the notices written in pairs.</p> <p><b>4.Editing/ Publishing</b> After revising, Ls edit and publish their notices.</p>	

R.1 L identifies English language sounds using knowledge in phonics, syllabification and word parts.	R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.	<p style="text-align: center;"><b>Phonology</b></p> <p><b>Recognition:</b> T shows video about long vowel sounds.  <a href="https://www.youtube.com/watch?v=Q75UboJuiKo">https://www.youtube.com/watch?v=Q75UboJuiKo</a> Use only half of the video where long vowels are presented.  T gives examples of long vowel sounds (eat, oat, island, acorn, etc.)</p> <p><b>Articulation</b></p> <p><b>T shows Ls how to articulate long vowel sounds</b></p> <p><b>Production:</b>  Ls do the ice cream cone activity (see Resource Section)</p> <p><b>Exit ticket</b> – Ls tell the T which class they will attend next and what their favorite class is as they exit the classroom.  Ex. What is your next class? Next, I attend <u>Math</u>.  What is your favorite subject? My favorite subject is <u>English</u></p>	
<b>Integrated Mini-Project</b>			<b>Time</b>
Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.  <b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)			Adjust previous times listed above to allow 5 min each week.
<b>Reflective Teaching</b>			
What worked well	What didn't work well		How to improve

### Enduring Understanding Reflection

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

### Week Plan Self-Assessment

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

<i>Learner Self-Assessment</i>			
<i>I can...</i>	<i>Yes</i>	<i>In progress</i>	<i>No</i>
<i>Identify places at my high school</i>			
Read a weekly schedule			
Recognize short, clear and simple instructions and explanations when delivered slowly.			
Identify, pronounce, and indicate the meaning of all the vocabulary (including social language) for the week.			
Give information about my schedule			
Show how I have worked with others this week.			

# School Subjects



Biology



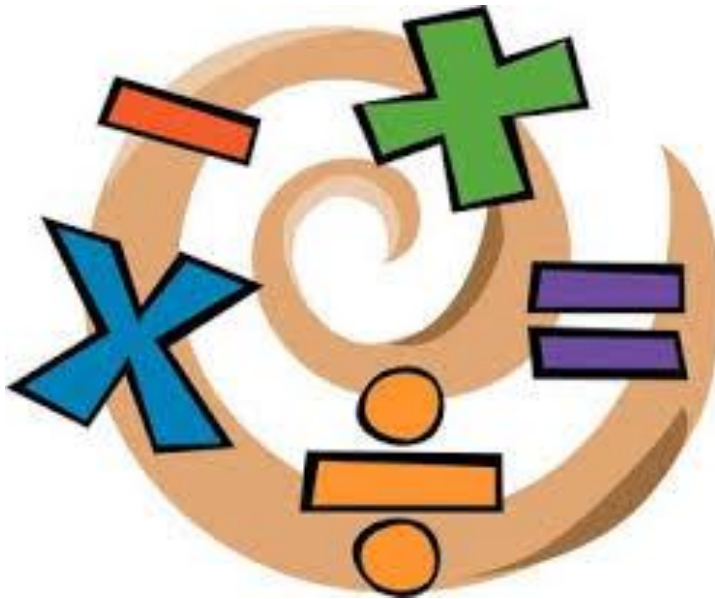
Art



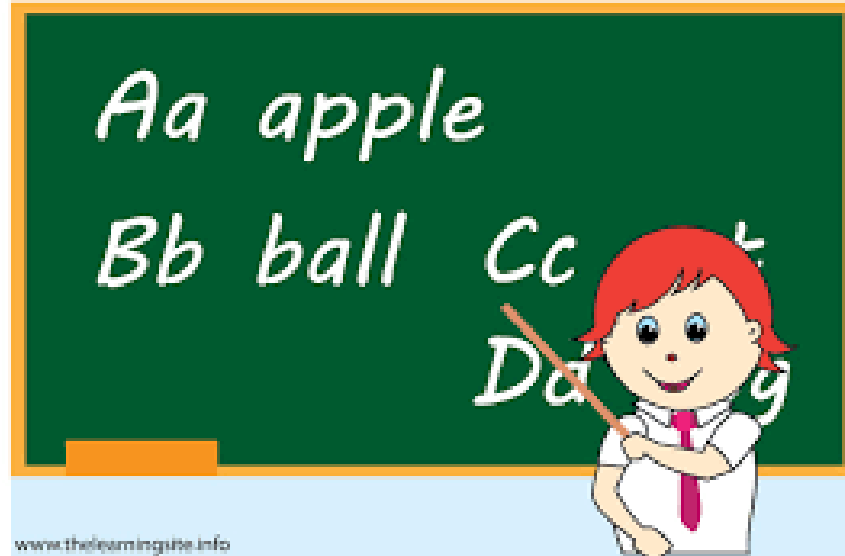
# Chemistry



# Computer Science



Math



English



P.E.



Music



History



Spanish

# Places at School



Hall/Corridor



Gym



Classroom



Computer Lab



Sports field

**Examples for: What class/classes do you attend on \_\_\_\_\_?**  
**and Where is your \_\_\_\_\_ class?**

What class do you attend on Wednesday? I attend Spanish on Wednesday.

What **classes** do you attend on Tuesday? On Tuesday, I attend Math,  
Biology, History and Computer Science.

Where is your P.E. class? My P.E. class is in the gym.

Where is your Math class? My Math class is in the math classroom.

## Worksheet

### 1. Pair/Group feedback

Using a coin, students will ask each other questions about the weekly schedule.



Heads will be: What class/classes do you attend on\_\_?



Tails will be: Where is your \_\_\_\_\_class?

### 2. Reading for the second time

Individually, Ls answer questions about the given schedule.

1. What classes do you attend on Tuesday?

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2. Where is your Biology class?

---

3. When do you attend Math?

---

4. Where is your Computer Science class?

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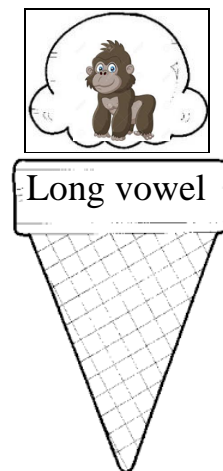
5. What classes do you attend on Friday?

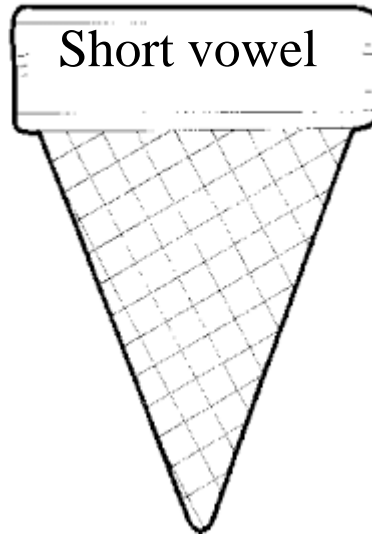
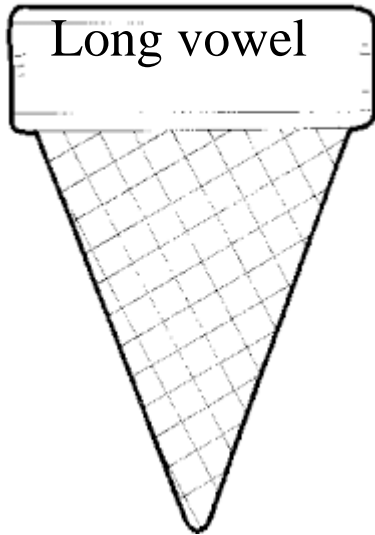
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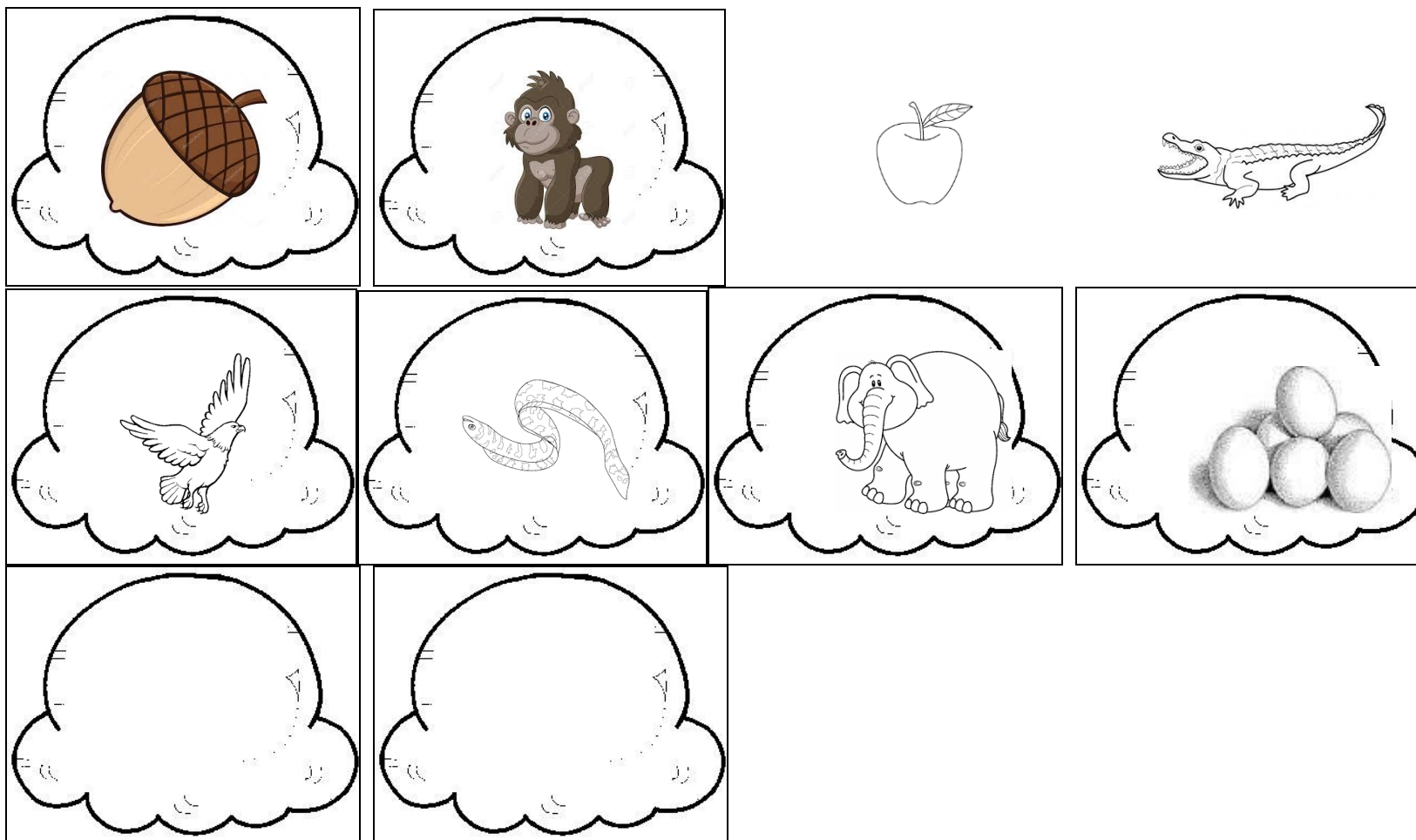
## Phonology Task

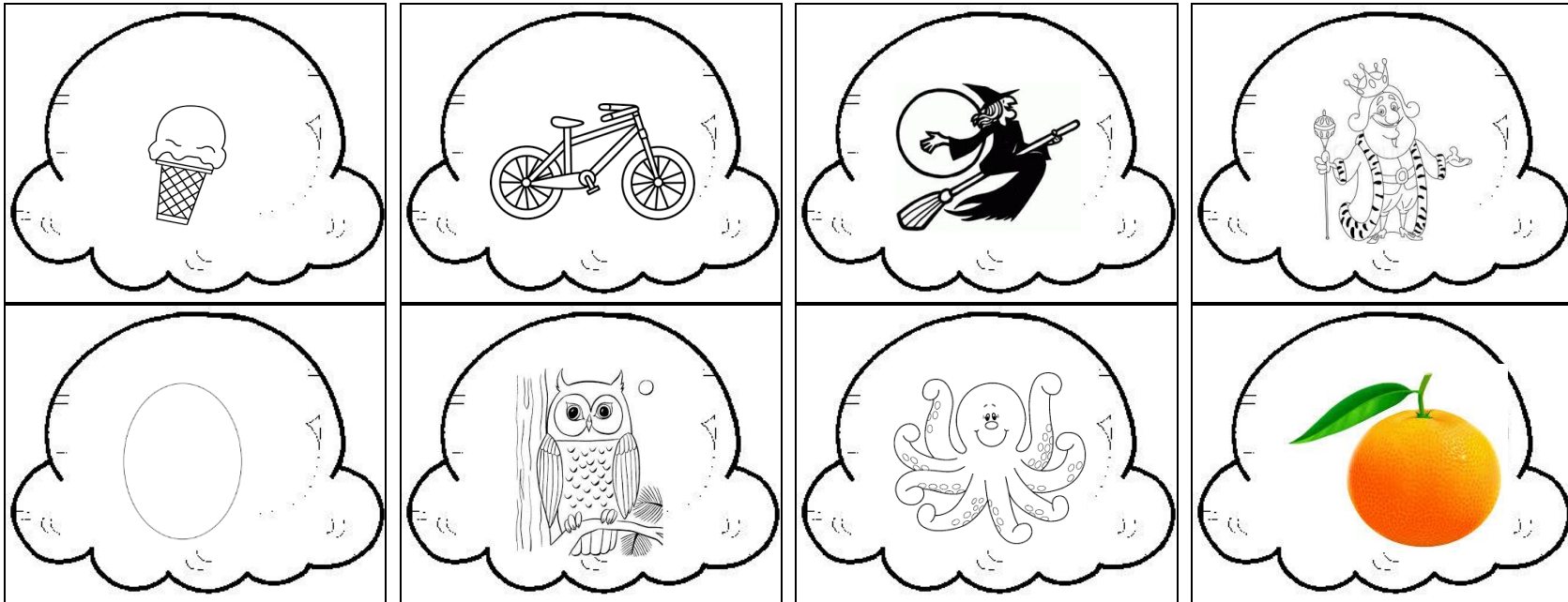
T shows the video. T goes over the difference between short and long vowel sounds. T will review the images for the Ice Cream task to make sure Ls understand all of the vocabulary. Ls will work in groups of 3-4. Each group will have the cones and the scoops with images. Ls will place long vowel sound scoops on the correct cone. If the scoop has a short vowel sound, the Ls will leave that image on the side.

**Ex.**

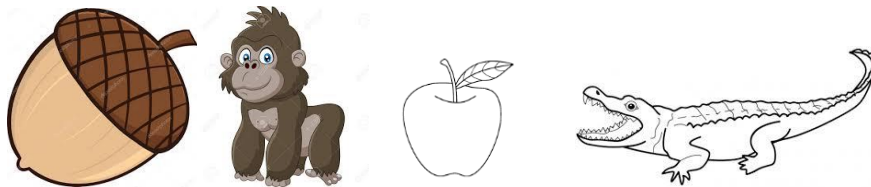








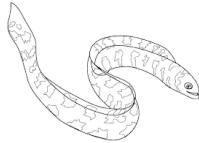
Words in **bold** have long vowel sounds



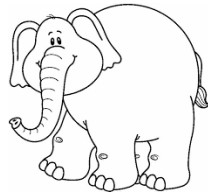
**Acorn** **Ape** Apple Alligator



**Eagle**



**Eel**



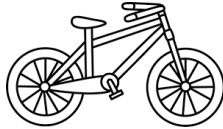
**Elephant**



**Eggs**



**Ice Cream**



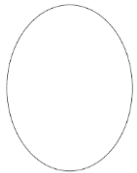
**Bike**



**Witch**



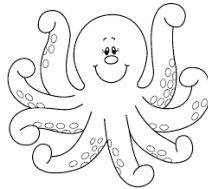
**King**



**Oval**



**Owl**



**Octopus**



**Orange**

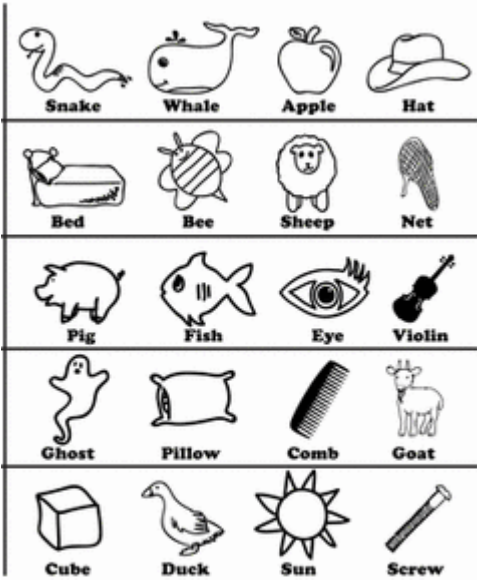
## Didactic Planning Week # 2

Level: 8 <sup>th</sup>		Unit: 1
<b>Domain:</b> Socio-Interpersonal	<b>Scenario:</b> My High School...Our place	<b>Theme:</b> A Day in the Life of My High School
<b>Enduring Understanding:</b> School is a special place where learners have a sense of belonging, feel cared for, like to learn, and participate. <b>Essential Question:</b> What makes our high school a special place?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frames</b> Grammar & Sentence Frames  Present Continuous - What are you doing now? - I'm studying for the math exam. - Are you studying science?  Frequency Adverbs - How often do you read? - I usually read at night.  <b>Vocabulary</b> <u>A day in the life of my high school.</u> - Teachers. Teaching staff, parents, classmates, librarian, principal, janitor, security guard, games equipment, food, audiovisual equipment, blackboard, whiteboard, computers, school bags  <b>Phonology</b> - Long vowels (eat, oat)	<b>Function</b> - Describing a high school day  <b>Discourse Markers</b> Linkers: Sequential After that, we take a math test.	<b>Psychosocial</b> - Making right decisions about school responsibilities and rights.  <b>Proverbs / Quotes</b> - Learn something by heart

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
L recognizes the main points in short, simple stories.	L.3. understand the main points in short, simple stories, reports short audio announcements and messages when there is some previous understanding of school activities.	<p><b>Pre-teaching</b></p> <p><b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p>	5min
		<p><b>Participating</b></p> <p><b>Warm up</b> Ls will brainstorm ideas to answer the EQ: What makes our high school a special place? Ls should save to use later for Mini Project.</p>	5min
		<p><b>Engaging</b></p> <p><b>Activation of prior knowledge:</b> T will ask or write the following question: "What do you know about schools in other countries?" Ls will respond. T will follow up with a second question: "Where did you see this on TV or in movies?" Ls will respond.</p> <p><b>Pre-listening</b></p> <p>T will list some key words before students listen to and read the short passages. T will go over vocabulary that is in the passages by using some pictures.</p> <p><b>Listening for the first time</b></p> <p>Ls will listen to a short passage from a movie or TV show. Ls will listen to the clip to see what meaning they can get from it. If not access teachers can read the excerpt aloud.</p> <p><b>Pair/group feedback</b></p> <p>After listening to each clip from the teacher or the video (if possible), Ls work together to check for understanding.</p> <p><b>Listening for the second time</b></p>	25min

<p>L extracts the gist of short articles and ads in age-appropriate magazines (print and/or electronic).</p> <p>L writes an explanation of what they do every day at school, with the help of illustrations.</p>	<p>R.3. understand the gist of short articles and ads in age-appropriate magazines (print and/or electronic) provided the subjects are familiar.</p> <p>W.2. write, with the help of illustrations, an explanation of what they do every day at school, checking written sentences to look for mistakes (e.g. subject-verb)</p>	<p>Ls will discuss what they think is happening, if this situation could apply to their high school, and what would they do if it was them? Then, they will write three main points from the excerpt after listening for a second time.</p> <p>If available, Ls can watch the clip that they listened to.</p> <p>Feel free to change or add different passages <a href="#">Breakfast club</a> (stop at the 1:57 mark for language) –Theme: Social Circles</p> <p><b>Post- listening</b> T asks Ls to work in pairs and gives them the excerpts from both movies. Ls read them carefully. Then, they will write a three-sentence paragraph that shows what the text is about. Finally, Ls switch pairs to report to others what they wrote about each excerpt.</p> <p><b>Pre-writing:</b> T shows Ls video (<a href="https://www.youtube.com/watch?v=dcIEUK85b4w">https://www.youtube.com/watch?v=dcIEUK85b4w</a>) of someone's day at school. Ls say what the person is doing at school. Introduce Adverbs of frequency by writing some sentences to describe the video. For example, she always goes to school. She never practices sports. She usually reads books. T then asks the Ls what else they do in a typical high school day. (ex: talking with friends, studying for a class). T and Ls brainstorm ideas together. T asks Ls how often they do the brainstorming activities. T writes some examples on the board.</p> <p><b>Drafting</b> T will give the Ls a checklist (see Resource section) of typical activities in school and they will be able to check off what activities they do to organize their thoughts and begin writing about their school day.</p> <p><b>Revising/Editing</b></p>	<p>70min</p>
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<p>R.1 L identifies and manipulates English language sounds using knowledge in phonics, syllabification and word parts.</p>	<p>R.1 L identify English language sounds using knowledge in phonics, syllabification and word parts.</p>	<p>In pairs, Ls will exchange papers and read their partner's paper. Ls will provide constructive feedback to their partner. Ls may use dictionaries or translators (words or phrases <b>only</b>) T can be used as a reference <b>after</b> the partner.</p> <p>Ls will make the changes suggested by Ls and T and be prepared to share.</p> <p style="text-align: center;"><b>Phonology</b></p> <p><b>Practice/Production:</b></p> <p><b>Practice</b></p> <p>Circle each word in the row that has the same vowel sound.</p> <p><b>Production</b></p> <p>Create a four-line rhyme by using some of the words from the chart. If Ls have cellphones available, they can record the sentences as homework.</p> <p><b>Instructions:</b> Circle each word in the row that has the same vowel sound.</p>	
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		<p><b>Long vowel practice</b></p>  <p><small>Copyright © 2010-2011 by Education.com More worksheets at <a href="http://www.education.com/worksheets">www.education.com/worksheets</a></small></p> <p><b>Exit ticket:</b> What is your typical day at high school like?</p>	
<b>Integrated Mini-Project</b>			
<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p>			<p><b>Time</b></p> <p>Adjust previous times listed above to allow 5 min each week.</p>

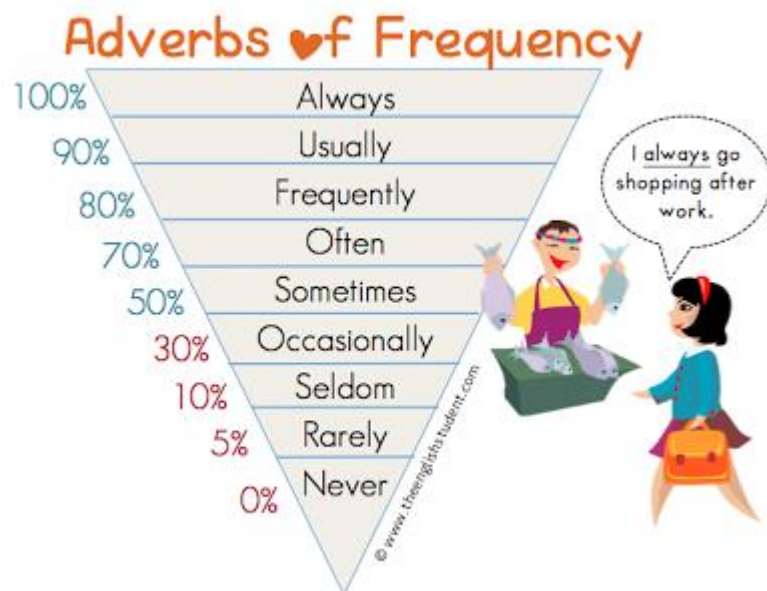
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## RESOURCES

### Activity checklist

My school activities	Always %100	Usually %90	Often %70	Seldom %10	Never %0
Band practice					
Cheerleading at school games					
Go to the Wood Shop					
Participate in School Assemblies					
Dances					
Go to field Trips					
Participate in the Choir					
Talk to teachers					
Talk to my parents while I'm at school					
Spend time with my classmates					
Talk to the librarian					
Visit the principal's office					
Help the janitor to pick up my own garbage					
Greet the security guard when I arrive to school					
Play different games					
Have some food in the school cafeteria					
Help teacher to connect audiovisual equipment					
Work with my own computer					

## Adverbs



[A day at school](https://www.youtube.com/watch?v=dcIEUK85b4w)

<https://www.youtube.com/watch?v=dcIEUK85b4w>

## Movie Passage

### Breakfast Club-1985

**ANDREW:** You know, Bender...you don't even  
count. I mean if you disappeared  
forever it wouldn't make any  
difference. You may as well not  
even exist at this school.

**BENDER:** Well...I'll just run right out and  
join the wrestling team.

**BENDER:** Maybe the prep club too! Student  
council...

**ANDREW:** No, they wouldn't take you.

**BENDER:** I'm hurt.

**CLAIRE:** You know why guys like you knock  
everything?...

**BENDER:** Oh, this should be stunning...

**CLAIRE:** It's 'cause you're afraid.

**BENDER:** Oh, God! You richies are so smart,  
that's exactly why I'm not heavy in  
activities!

**CLAIRE:** You're a big coward!

**BRIAN:** I'm in the math club...

**CLAIRE:** See you're afraid that they won't  
take you. You don't belong so you  
just have to dump all over it...

## Didactic Planning Week #3

Level: 8 <sup>th</sup>		Unit: 1
<b>Domain:</b> Socio-Interpersonal	<b>Scenario:</b> My High School...Our Place	<b>Theme:</b> What is your next class?
<b>Enduring Understanding:</b> School is a special place where learners have a sense of belonging, feel cared for, like to learn, and participate. <b>Essential Question:</b> What makes our high school a special place?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p><b>Grammar &amp; Sentence Frames</b></p> <p><u>Information questions</u></p> <ul style="list-style-type: none"> <li>- What classes do you have in the morning?</li> <li>- When do you have English classes?</li> <li>- What time does he study math?</li> </ul> <p><u>Simple Present Tense</u></p> <ul style="list-style-type: none"> <li>- I start classes at 7:00 am</li> <li>- I don't have classes on Friday afternoon.</li> <li>- She goes to French class at 8:40 am</li> </ul> <p><u>Future Tense</u></p> <ul style="list-style-type: none"> <li>- We are going to make a pizza this evening.</li> <li>- Are you going to study this weekend?</li> </ul> <p><b>Vocabulary</b></p> <p><u>What is your next class?</u></p> <ul style="list-style-type: none"> <li>- First, second, last, my first class</li> <li>- What's your schedule?</li> <li>- What classes do you have?</li> <li>- When do you have lunch? It starts at...</li> </ul>	<p><b>Function</b></p> <p>Exchanging information about my high school schedule</p> <p><b>Discourse Markers</b></p> <p><u>Linkers: Sequential</u></p> <p><b>Finally</b>, our last class ends at 4:00/ ended at 4:00.</p>	<p><b>Psychosocial</b></p> <p>Willingness to cooperate in teamwork.</p> <p><b>Proverbs / Quotes</b></p> <p>Cut class- to not attend class</p> <p>Pull an all-nighter- to stay up very late studying</p>

<ul style="list-style-type: none"> <li>– What time does it end? (timetable)</li> <li>– What's your favorite class?</li> <li>– recess/break time</li> </ul> <p><b>Phonology</b></p> <ul style="list-style-type: none"> <li>– Reading two-syllable and compound words, using letter-sound knowledge. (fireball)</li> </ul>			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
		<p><b>Pre-teaching</b></p> <p><b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Participating</b></p> <p><b>Warm up:</b> T explains and sets up the "And, then" warm up.</p> <p><u>"And Then" Warm Up</u></p> <p>T may want to reorganize classroom for this warm up. Ls stand in the middle of the classroom. T has taped the different subjects around the room. T explains that they will listen to sequencing word and will move to the different subjects around the room based on their schedule. When Ls reach their subject, one L from each subject must use the sequencing word in a sentence related to their subject. For each sequencing word, a new L will form a sentence. If the class is large, have two or three Ls participate from each subject.</p>	10'
SI.2 L says what exactly he/she does	SI.2. say what exactly he/she	T asks students to say what they didn't understand before starting the activities. She models an example to clarify Ls questions.	

not understand and asks simply for clarification.	does not understand and ask simply for clarification	<p><b>Ex. <i>First, I attend English. Then, I attend Biology. Next, I attend Math. Finally, I attend P.E.</i></b></p> <ul style="list-style-type: none"> <li>-First (Used at the beginning)</li> <li>-Then, Next, After that (These can be used multiple times)</li> <li>-Finally, (Used at the end) (see Resource Section).</li> </ul>	
R.2 L discriminates important information in simple texts.	R.2. find important information in simple text (e.g., schedules, times and dates).	<p><b>Pre-reading</b></p> <p>Ls look at a schedule provided by the teacher. (use one of the resource section) they have to use typographical clues such as numbers, figures, pictures to start getting meaning across in the text.</p> <p><b>Reading for the first time</b></p> <p>Ls read the schedule and answer the following questions:</p> <p>What is the picture about? What subjects do Ls take?</p> <p><b>Pair/group feedback</b></p> <p>Ls work in pairs to compare the answer they write for the previous questions.</p> <p><b>Reading for the second time</b></p> <p><b>Read the schedule again and answer the following questions</b></p> <ol style="list-style-type: none"> <li>1.What classes do Ls attend on Tuesday?</li> <li>2.What class do Ls attend on Friday after lunch?</li> <li>3.On Wednesday, what time do Ls cut class?</li> </ol>	15"

		<div>4.On Friday, what classes do Ls have in the morning?</div> <div>5.On Wednesday, what classes do Ls have in the afternoon?</div> <div>6.What class do Ls have before Monday lunch?</div> <table><tr><td>Time</td><td>Monday</td><td>Tuesday</td><td>Wednesday</td><td>Thursday</td><td>Friday</td></tr><tr><td>8:00am-9:15am</td><td>Biology</td><td>P.E.</td><td>Art</td><td>Chemistry</td><td>Spanish</td></tr><tr><td>9:30am-10:45am</td><td>Biology</td><td>Chemistry</td><td>Math</td><td>Compter Science</td><td>P.E</td></tr><tr><td>11:00am-11:50am</td><td>English</td><td>Free</td><td>Math</td><td>Spanish</td><td>Free</td></tr><tr><td>12:00pm-12:45pm</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td><td>Lunch</td></tr><tr><td>1:00pm-2:20pm</td><td>Geography</td><td>English</td><td>Music</td><td>Geography</td><td>Music</td></tr><tr><td>2:30pm-3:10pm</td><td>Geography</td><td>Spanish</td><td>Spanish</td><td>English</td><td>Free</td></tr><tr><td>3:20pm-4:00pm</td><td>Art</td><td>Computer Science</td><td>Free</td><td>English</td><td>Free</td></tr></table> <div>Post reading</div> <div><div>✓ Ls create a schedule on a piece of paper.</div><div>✓ T asks the class: On _____ what time do you have _____?, On_____ what classes do you have in the morning/afternoon?, and When do you have_____ class?</div><div>✓ By looking at their own schedule Ls answer the questions they heard from the teacher while playing popcorn.</div></div> <div>Checking</div> <div>T explains the task to Ls. T starts by saying this: On _____when is Billy´s_____ class?</div> <div>What classes does he have on _____ morning?</div>	Time	Monday	Tuesday	Wednesday	Thursday	Friday	8:00am-9:15am	Biology	P.E.	Art	Chemistry	Spanish	9:30am-10:45am	Biology	Chemistry	Math	Compter Science	P.E	11:00am-11:50am	English	Free	Math	Spanish	Free	12:00pm-12:45pm	Lunch	Lunch	Lunch	Lunch	Lunch	1:00pm-2:20pm	Geography	English	Music	Geography	Music	2:30pm-3:10pm	Geography	Spanish	Spanish	English	Free	3:20pm-4:00pm	Art	Computer Science	Free	English	Free	
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SI.3 L asks and answers straightforward

SI.3. ask straightforward questions in

10[

questions in familiar situations.	familiar situations (e.g., asking for times, schedules, favorite subjects, favorite activities) and understand the responses, using short dialogues with some preparation in advance.	<p>T asks Ls questions related to the Schedule using third person singular. Subjects on the schedule should be switched around.</p> <p>Examples: On <u>Monday</u>, what classes <b>does</b> Billy have in the morning? Billy <b>has</b> <u>Biology</u> and English in the morning. -When <b>does</b> Billy have <u>English</u> class? Billy <b>has</b> English class on <u>Monday, Tuesday</u> and <u>Thursday</u>.</p> <p>After delivering the information, T will model the practice with Ls chosen earlier who understand the purpose of the activity.</p> <p><b>Planning/Elaborating</b> Once finished, Ls create a new weekly schedule including the times for each class. They can refer to the example schedule.</p> <p><b>Interacting</b> Ls get in groups of three and put their schedules on a table. Peers will ask questions about the schedule by using the models the teacher gave.</p> <p><b>Extra activity</b> T will introduce Double Sided Hot Potato (see Resource section)</p> <p>After practice, T goes over the meaning of "cut class". T should use a personal story and then ask Ls if they would like to share a time they cut class and why.</p>	15[
SP.1 L describes common interests about school activities, the subjects and	SP.1. describe common interests about school activities, the	<p><b>Planning/Organizing</b> In groups of six people, Ls interview each other using the prompts on the <i>What's your schedule like?</i> (see Resource Section)</p>	15'

schedule he /she has at school.	subjects and schedule he/she has at school	<p><b>Rehearsal</b> After the interview, Ls exchange schedules to help with the presentation of their partner's schedule.</p> <p><b>Describe</b> Ls deliver information about their partners schedule, likes and dislikes to the class.</p> <p><b>Phonology</b></p> <p><b>Recognition/Articulation/Production:</b></p> <ul style="list-style-type: none"> <li>✓ Ls will go over list of words with T to find the meaning using images</li> <li>✓ T and Ls will count out the syllables for each word as well</li> <li>✓ Then T will explain compound words <ul style="list-style-type: none"> <li>-Combine two one-syllable words to make a new word: a compound word.</li> </ul> </li> <li>✓ T will ask for examples of compound words Ls already know</li> <li>✓ Example: Hotdog, popcorn, underwear, etc.</li> <li>✓ T will create compound words with Ls on the board using images (see Resource section)</li> </ul> <p><b>Exit ticket:</b> Answer two teacher questions about a schedule.</p>	10'
<p><b>Phonology Goal for Each Week</b> <b>Assessment:</b> L identifies English language sounds using knowledge in phonics, syllabification and word parts. R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p>			<b>Time</b>
<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p>			Adjust previous times listed above to allow 5 min each week.

<b>Responding and sharing</b> (week 6)																											
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## Resource Section

### "That's the Way We Roll"

In pairs, Ls will ask each other questions about the schedule. L will roll the die twice. First for the day of the week and then second for the question to ask their peer. Questions are based on the number on the die.


























#### Days of the week

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Players Choice

#### Questions

7. What class do you attend on \_\_\_\_\_?
8. What classes do you attend on \_\_\_\_\_?
9. On \_\_\_\_\_, what time do you have \_\_\_\_\_?
10. On \_\_\_\_\_, what classes do you have in the morning?
11. On \_\_\_\_\_, what classes do you have in the afternoon?
12. When do you have \_\_\_\_\_ class?

### Create school schedule to go over on board using the images or words from Week 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am-9:15am					
9:30am-10:45am					
11:00am-11:50am		Free			Free
12:00pm-12:45pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:00pm-2:20pm					
2:30pm-3:10pm					Free
3:20pm-4:00pm			Free		Free

### Example for Student Updated Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am-9:15am	Biology	P.E.	Art	Chemistry	Spanish
9:30am-10:45am	Biology	Chemistry	Math	Compter Science	P.E
11:00am-11:50am	English	Free	Math	Spanish	Free
12:00pm-12:45pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:00pm-2:20pm	Geography	English	Music	Geography	Music
2:30pm-3:10pm	Geography	Spanish	Spanish	English	Free

3:20pm-4:00pm	Art	Computer Science	Free	English	Free
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## Double Sided Hot Potato

- ✓ Ls will be in two groups in a circle.
- ✓ While the music plays, two balls, stuffed animals, etc. will be passed around. One ball per group.
- ✓ When the music stops, the L from Group A will ask the L from Group B a question related to the schedule. Once answered, it will begin again.
- ✓ When the music stops the roles will switch. Group B questions Group A and so on.

Example:

Group A: On Tuesday, what classes **does** Billy have in the afternoon?

Group B: He has Math, Chemistry and Music in the afternoon.

## “What’s your schedule like” interview?

In pairs, use the following questions to interview your partner about their weekly schedule, likes and dislikes. For each day of the week, you will choose **two** questions to ask your partner. You can only use the same question **twice**. For instance, if you ask “On \_\_\_\_\_, *what classes do you have in the morning?*” for Tuesday and Thursday, then you can’t ask it again for Monday, Wednesday or Friday.

### Information questions

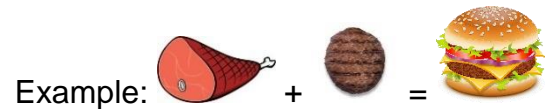
- -What is your least favorite class?
- What’s your favorite class?
- What class do you attend on \_\_\_\_\_?
- What classes do you attend on \_\_\_\_\_?
- On \_\_\_\_\_, what time do you have \_\_\_\_\_?
- On \_\_\_\_\_, what classes do you have in the morning?
- On \_\_\_\_\_, what classes do you have in the afternoon?
- When do you have \_\_\_\_\_ class?
- Have you ever cut class? If so, why? If not, why not?

### Phonology

A compound word is made up of two words that each have their own meaning (for example, *rain* + *bow* = *rainbow*).

The compound word has a whole new meaning from the two words that are used to create it. For example, a *rainbow* is not the same thing as *rain* or a *bow*.

T will create compound words with the class using the equation: word + word = compound word



Ham + Burger = Hamburger

T will fill in the answer but will have Ls find the two words that create the compound word. Watch the video for a clearer example. <https://youtu.be/9AJfvvuy9w>

To start, use at least 8 compound words to practice with. You may add more once Ls are able.



Rain + Bow = Rainbow



**Cup + Cake = Cupcake**



**Hot + Dog = Hotdog**



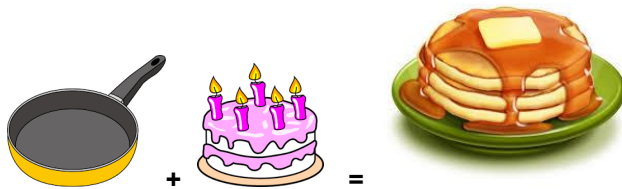
**Tea + Cup = Teacup**



**Pop + Corn = Popcorn**



Milk + Shake = Milkshake



Pan + Cake = Pancake



Book + Bag = Bookbag

List of additional compound words

[http://www.sightwords.com/pdfs/phonemic/compound-words/making\\_compound\\_words.pdf](http://www.sightwords.com/pdfs/phonemic/compound-words/making_compound_words.pdf)

## Didactic Planning Week # 4

Level: 8 <sup>th</sup>		Unit: 1
<b>Domain:</b> Sociocultural	<b>Scenario:</b> My High School...Our place	<b>Theme:</b> High School Through my Friend's eyes.
<b>Enduring Understanding:</b> School is a special place where learners have a sense of belonging, feel cared for, like to learn, and participate. <b>Essential Question:</b> What makes our high school a special place?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frames</b>  Simple Present Tense yes/no Questions - Do you like math? - Does she like English? - Is he in your French class?  Possessive Pronouns - My favorite subject is English. - His favorite teacher is Juan. - Her favorite class is math.  Possessives 's / s' - Daniel's favorite subject is English. - Ana's favorite teacher is Luis. - My classmates' favorite subject is Spanish.  <b>Vocabulary</b> <u>High School Through my Friend's Eyes</u> - Return to school, visits and exchanges, Parents' Day, sports/dance competitions,	<b>Function</b> - Reporting information about my classmates' school activities  <b>Discourse Markers</b>  <u>Linkers: Sequential past time</u> <b>First</b> , we have a science lesson. <b>Then</b> , we go to a language lab. <b>After that</b> , we take a math test. <b>Finally</b> , our last class ends at 4:00.	<b>Sociocultural</b>  - Respecting his/her school, classmates and teachers.  <b>Proverbs / Quotes</b> - To be a copycat - Teacher's pet

English day, matches, festivals, fairs, parades, lessons, games, playtime, school clubs and open house.												
<b>Phonology</b> – Reading two-syllable and compound words, using letter-sound knowledge. (fireball)												
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)									
		<div><div><div><b>Pre-teaching</b></div><div><b>Routine:</b> Checking with Ls, posting and Question, Can Do’s, and</div><div><b>Participating</b></div><div>Warm up: T will introduce flashcards (from week 1) to show different subjects and school activities.</div><div><b>Engaging</b></div><div>Activation of prior knowledge: Ls are then told to respond with a thumb up or down to signal if they like a subject or activity.</div><div><b>Introducing</b></div><div>T asks Ls “What is your favorite subject/activity” based on the vocabulary for the unit. T reviews how to use possessive pronouns and the possessive ‘s’ to discuss what other Ls like or dislike.</div><div>T models some examples by using the following schedule.</div></div><table><tr><th colspan="3">Robert’s Schedule for Monday</th></tr><tr><th>Period</th><th>Time</th><th>Subject</th></tr><tr><td>1</td><td>8:30-9:45</td><td>Band (v)</td></tr></table><div>attendance, checking in reviewing Essential class agenda, etc.</div></div>	Robert’s Schedule for Monday			Period	Time	Subject	1	8:30-9:45	Band (v)	5’ 5’  10’  30’
Robert’s Schedule for Monday												
Period	Time	Subject										
1	8:30-9:45	Band (v)										

		<table><tr><td>2</td><td>10:05 -11:00</td><td>History (☺)</td></tr><tr><td>3</td><td>11:00-12:00</td><td>Lunch ♥</td></tr><tr><td>4</td><td>12:00-12:55</td><td>French (v)</td></tr><tr><td>5</td><td>1:00-1:55</td><td>Biology (X)</td></tr><tr><td>6</td><td>2:00-3:00</td><td>Dance (☺)</td></tr><tr><td>7</td><td>4:00-5:00</td><td>Math (v)</td></tr></table>	2	10:05 -11:00	History (☺)	3	11:00-12:00	Lunch ♥	4	12:00-12:55	French (v)	5	1:00-1:55	Biology (X)	6	2:00-3:00	Dance (☺)	7	4:00-5:00	Math (v)	
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4	12:00-12:55	French (v)																			
5	1:00-1:55	Biology (X)																			
6	2:00-3:00	Dance (☺)																			
7	4:00-5:00	Math (v)																			
		<p>Finally, T asks students to provide more examples based on the schedule.</p> <p><b>Pre-listening</b></p> <p><a href="https://www.youtube.com/watch?v=eR9HUMJKSwE">https://www.youtube.com/watch?v=eR9HUMJKSwE</a></p> <p>Create a chart to compare Japanese High Schools with Costa Rican High Schools What differences and similarities can you write? After watching the video provide more ideas</p> <table><tr><th colspan="2">Similarities between Costa Rican High Schools and Japanese High Schools</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><th colspan="2">Differences between Costa Rican High Schools and Japanese High Schools</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <p><b>Listening for the first time</b></p> <p>T plays a video about an exchange student in a Japanese High-school. Ls task is to identify the student's favorite activities.</p> <p><a href="https://www.youtube.com/watch?v=VwNhCjyfOTw">https://www.youtube.com/watch?v=VwNhCjyfOTw</a></p>	Similarities between Costa Rican High Schools and Japanese High Schools								Differences between Costa Rican High Schools and Japanese High Schools						15'				
Similarities between Costa Rican High Schools and Japanese High Schools																					
Differences between Costa Rican High Schools and Japanese High Schools																					

(e.g. likes and dislikes, indicating preferences about subjects and school activities).	likes and dislikes, indicating preferences about subjects and school activities).	<div>Pair/group feedback</div> <div>Ls share what they wrote and compare the information in groups of three.</div> <div>Listening for the second time</div> <div>Ls watch the video again. T explains the task. Ls have to write a check (v) next to each activity if the student likes it/ If the student doesn't like an activity, then write an (X)</div> <div><table><tr><th>Activity</th><th>(v)</th><th>(X)</th></tr><tr><td>Stay in the same classroom</td><td></td><td></td></tr><tr><td>Go from the 1<sup>st</sup> to the 4<sup>th</sup> floor in 5 minutes</td><td></td><td></td></tr><tr><td>Stay in the same club all the years</td><td></td><td></td></tr><tr><td>Archery</td><td></td><td></td></tr><tr><td>Baseball team</td><td></td><td></td></tr><tr><td>Soccer team</td><td></td><td></td></tr><tr><td>Cultural festivals</td><td></td><td></td></tr><tr><td>Convenience store at school</td><td></td><td></td></tr><tr><td>Hot fresh bread</td><td></td><td></td></tr></table></div> <div><a href="https://www.youtube.com/watch?v=VwNhCjyfOTw">https://www.youtube.com/watch?v=VwNhCjyfOTw</a></div> <div>Post-listening</div> <div>Ls write a short note to the principal in order to include the activities they like the most from Japan and Costa Rica in their high school schedules.</div> <div>Or T will give the following prompt: “If I could make my own schedule...” Ls will be given a blank schedule (see Resource section) to organize their ideas. The Ls will create their ideal schedule with vocabulary from the unit.</div> <div>Ls will use the schedule they created as a guide to orally present using linkers (ex. first, then,</div>	Activity	(v)	(X)	Stay in the same classroom			Go from the 1 <sup>st</sup> to the 4 <sup>th</sup> floor in 5 minutes			Stay in the same club all the years			Archery			Baseball team			Soccer team			Cultural festivals			Convenience store at school			Hot fresh bread			20'
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Convenience store at school																																	
Hot fresh bread																																	

L explains high school through his/her friends/peers briefly.	SP.2 explain high school through his/her friend/ peers briefly.	<p>after that) to explain their schedule.</p> <p><b>Planning/organizing</b></p> <p>Ls receive a blank template (see Resource section) and ask other Ls questions to fill out the sheet.</p> <p><b>Rehearsing</b></p> <p>Ls will use the information they gathered to fill out sentences on the worksheet.</p> <p><b>Interacting</b></p> <p>T will give instructions on how to play “Guess Who”. T may assign Ls the person they are describing to prevent repeats. Ls may describe their person using words related to the subject only. (ex: This person likes math. /This person is in the band.) The Ls listening must guess who they are.</p> <p><b>Exit ticket:</b> What school activities do my classmates like? Provide complete sentences.</p>	
<b>Integrated Mini-Project</b>			<b>Time</b>
<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>			<p>Group presentations can be week 5 or 6.</p>
<b>Reflective Teaching</b>			
What worked well	What didn't work well		How to improve

### Enduring Understanding Reflection

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

### Week Plan Self-Assessment

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

<i>Learner Self-Assessment</i>			
<i>I can...</i>	<i>Yes</i>	<i>In progress</i>	<i>No</i>
Ask others about preferences regarding subjects and school activities.			
Express preferences regarding subjects and school activities.			
Identify, pronounce, and indicate the meaning of all the vocabulary for the week.			
Use possessive pronouns and possessive 's' to describe what my classmates like.			
Show how I have worked with others this week.			

## RESOURCE SECTION

### Activity: Do you like...

#### Instructions:

Ask three (3) students about their likes and dislikes of the subjects listed (ex: What is your favorite subject?) and record their answers in the chart below using the markings below. Then fill in the answers to the sentences below.

- Put a check ✓ in the boxes of the subjects they like and put an 'X' in subjects they do not like.
- Draw a star ★ in the box of their favorite subject.
- Write yes/no in the box labeled teacher's pet.

Name	Math	Science	English	Spanish	Favorite school activity	Teacher's pet

1. \_\_\_\_\_ has the same favorite subject as me.

(name)

2. \_\_\_\_\_ is/is not a teacher's pet.

(name)

3. \_\_\_\_\_ favorite school activity is \_\_\_\_\_ .

(name)

(subject)

## Schedule Template

Period	Time	Subject
1		
2		
3		
4		
5		
6		

Period	Time	Subject
1		
2		
3		
4		
5		
6		

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

Level: 8 <sup>th</sup>		Unit 1: My High School...Our place.		
<b>Enduring Understanding:</b> School is a special place where learners have a sense of belonging, feel cared for, like to learn, and participate. <b>Essential Question:</b> What makes our high school a special place?				
Learn to Know		Learn to Do	Learn to Be and Live in Community	
<b>Grammar &amp; Sentence Frame</b> <input type="checkbox"/> Did Ls use all sentence frames?  <b>Vocabulary</b> <input type="checkbox"/> Did Ls say aloud and write all vocabulary?  <b>Phonology</b> <input type="checkbox"/> Did Ls recognize, articulate, practice and produce phonological sounds?		<b>Function</b> <input type="checkbox"/> Did Ls use all functions?  <b>Discourse Markers</b> <input type="checkbox"/> Did Ls practice connecting words: and, but, because?	<b>Psychosocial</b> Did Ls show evidence of ... <input type="checkbox"/> Willingness to cooperate in teamwork.  <b>Sociocultural</b> <input type="checkbox"/> Respecting his/her school, classmates and teachers <input type="checkbox"/> Did Ls practice idioms and quotes?	
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation		Time
		Oral Comprehension: Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening Written Comprehension: Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading Spoken Interaction/Production: Planning; Organizing; Rehearsing; Using/Describing Written Production: Pre-writing; Drafting; Revising; Editing		Total: 120 min (3 lessons)
<input type="checkbox"/> Did Ls achieve all learning outcomes?	<input type="checkbox"/> Can Ls do all tasks?	Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans.		All of week 5 or 6

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

Level 8th		Unit 2		
CEF level to be reached: A2				
Scenario: Let the Good Times Roll!				
Enduring Understanding	Sports provide opportunities for personal enjoyment, challenge, self-expression and social interaction.			
Essential Question	How can sports provide a wide range of lifelong benefits and enjoyment?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5/6
<p><b>Assessment:</b> L discriminates some key terminology from subject areas (e.g., labels on sports equipment). R.2. recognize some key terminology from subject areas (e.g., labels on sports equipment).</p> <p><b>Assessment:</b> L recognizes isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud. L.1. understand isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.</p> <p><b>Assessment:</b> L exchanges information about everyday matters using simple vocabulary. SI.2. exchange information about everyday matters using simple vocabulary (e.g., weekend activities, sports, hobbies, interest and entertainment).</p>	<p><b>Assessment:</b> L asks and answers questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements. SI.3. ask and answer questions about favorite sports, places to practice, equipment needed, outstanding players and achievements.</p> <p><b>Assessment:</b> L invites others to practice or attend different sports. SI.1. invite others to practice or attend different sports.</p> <p><b>Assessment:</b> L extracts the most important points in a straightforward conversation, story, account or presentation accompanied by drawings and/or diagrams. L.3. understand the most important points in a straightforward conversation, story, account or presentation</p>	<p><b>Assessment:</b> L recognizes the main idea and two or three specific details. R.3. understand the main idea and two or three details in texts written in simple language using high frequency words and/or words recognized from other known languages.</p> <p><b>Assessment:</b> L prepares simple reminders or notes regarding sports or videogames for personal use. W.2. prepare simple reminders or notes regarding sports or videogames for personal use (e.g., notes, agendas, calendars).</p> <p><b>Assessment:</b> L explains briefly a sport, a sports team, or a videogame he/she knows well. SP.2. explain briefly a sport, a sports team, a videogame he/she knows well.</p>	<p><b>Assessment:</b> L recognizes most of what occurs in a well-structured short story and the story's main characters R.4. understand most of what occurs in a well-structured short story and the story's main characters</p> <p><b>Assessment:</b> L recognizes important information from audio texts (e.g., sports announcements, sports scores) provided the message is delivered clearly. L.2. extract important information from audio texts (e.g., sports announcements, sports scores) provided the message is delivered clearly.</p> <p><b>Assessment:</b> L writes an introduction or conclusion to a story with the help of a dictionary. W.3. write an introduction or conclusion to a story with the help of a dictionary, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic</p>	<p><b>Assessment</b></p> <p>Anecdotal reports / rubrics / instruments for self and co-assessment</p> <p><b>Suggested Integrated Mini project</b></p> <ul style="list-style-type: none"><li>A glog (digital poster) on a favorite sport/star</li><li>A podcast relating an event of a team or game</li><li>A sport and game guide/note</li></ul>

<p><b>Assessment:</b> uses simple sentences and expressions to describe sports, videogames and leisure activities.</p> <p>W.1. use simple sentences and expressions to describe sports, videogames and leisure activities.</p>	<p>accompanied by drawings and/or diagrams provided, if it is told slowly and clearly.</p> <p><b>Assessment:</b> L uses simple sentences and expressions to describe sports, videogames and leisure activities.</p> <p>W.1. use simple sentences and expressions to describe sports, videogames and leisure activities.</p>		<p>punctuation etc.).</p> <p><b>Assessment:</b> L describes a day he/she will never forget in sports.</p> <p>SP.1. describe a day in sports he/she will never forget.</p>
<p><b>Phonology Goal for Each Week</b></p> <p><b>Assessment:</b> L identifies English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p>			
<p><b>Theme</b></p> <p>Fun times: Inside and Out</p>	<p><b>Theme</b></p> <p>What's your favorite?</p>	<p><b>Theme</b></p> <p>Ready to play: Tell me the rules</p>	<p><b>Theme</b></p> <p>Up Close and Personal</p>
<p><b>Function</b></p> <p>Describing different sports, their rules, indoor and outdoor activities.</p>	<p><b>Function</b></p> <p>Expressing likes and dislikes regarding entertainment and sports.</p>	<p><b>Function</b></p> <p>Describing different sports, their rules, indoor and outdoor activities.</p>	<p><b>Function</b></p> <p>– Describing sports unforgettable experiences.</p>
<p><b>Discourse Markers</b></p> <p><u>Linkers: Sequential past time</u> There are certain rules in soccer. <b>First</b>, you cannot use your hands. <b>Then</b>, you have to kick the ball with your feet. <b>After that</b>, the player tries to pass the ball to other player. <b>Finally</b>, the winner team is the one that scores a goal.</p>	<p><b>Discourse Markers</b></p> <p><u>Linkers: Sequential past time</u> – First, then, after that, finally</p>	<p><b>Discourse Markers</b></p> <p><u>Linkers: Sequential past time</u> – First, then, after that, finally</p>	<p><b>Discourse Markers</b></p> <p><u>Linkers: Sequential past time</u> – First, then, after that, finally</p>
<p><b>Grammar &amp; Sentence Frames</b></p> <p><u>yes/no Questions</u></p> <ul style="list-style-type: none"> <li>– Do you like playing soccer?</li> <li>– Does she like dancing?</li> <li>– Would you like to ___?</li> </ul> <p><u>Gerunds</u></p>	<p><b>Grammar &amp; Sentence Frames</b></p> <p><u>Verb + ing / infinitive: like / want / would like</u></p> <ul style="list-style-type: none"> <li>– I (don't) like going swimming.</li> <li>– I (don't) want to play soccer</li> <li>– I would like to go to the match.</li> </ul>	<p><b>Grammar &amp; Sentence Frames</b></p> <p><u>Gerunds</u></p> <ul style="list-style-type: none"> <li>– <u>Dancing</u> is a great way to keep in shape.</li> <li>– <u>Camping</u> on the beach is a wonderful experience.</li> </ul>	<p><b>Grammar &amp; Sentence Frames</b></p> <p><u>Can/Could</u></p> <ul style="list-style-type: none"> <li>– Can you play soccer with me on the weekend?</li> <li>– Could you play with me at 3:00 pm?</li> <li>– Yes, I can.</li> </ul>

<ul style="list-style-type: none"> <li>- <u>Dancing</u> is a great way to keep in shape.</li> <li>- <u>Camping</u> on the beach is a wonderful experience.</li> </ul>	<u>Information questions</u> <ul style="list-style-type: none"> <li>- What does she like to do on Sunday?</li> <li>- When do you play soccer? What videogame would you like to play today?</li> </ul>	<u>Can</u> <ul style="list-style-type: none"> <li>- Can you play soccer?</li> <li>- Yes, I can</li> <li>- Can she swim?</li> </ul>	<u>Verb + ing / infinitive: like / want / would like</u> <ul style="list-style-type: none"> <li>- I (don't) like going swimming.</li> <li>- I (don't) want to play soccer</li> <li>- I would like to go to the match.</li> </ul>
<b>Phonology</b> <ul style="list-style-type: none"> <li>- Two-syllable and compound words including consonant blends. (bl, st, and tr)</li> </ul>	<b>Phonology</b> <ul style="list-style-type: none"> <li>- Two-syllable and compound words including consonant blends. (bl, st, and tr)</li> </ul>	<b>Phonology</b> <ul style="list-style-type: none"> <li>- Two-syllable and compound words including consonant blends. (bl, st, and tr)</li> </ul>	<b>Phonology</b> <p>Review</p>
<b>Vocabulary</b> <p><u>Fun times: Inside and out./ What's your favorite?:</u></p> <ul style="list-style-type: none"> <li>- running, walking, cycling, skateboarding, karate, gymnastics, boxing, work out, baseball, soccer, basketball, volleyball, sports, equipment, sailing, kayaking, white water rafting, swimming, snorkeling, scuba diving surfing, windsurfing, fishing, hit, throw, catch, pass, serve, shoot, hop, jump push, exercise, games</li> </ul>	<b>Vocabulary</b> <p><u>Fun times: Inside and out./ What's your favorite?:</u></p> <ul style="list-style-type: none"> <li>- running, walking, cycling, skateboarding, karate, gymnastics, boxing, work out, baseball, soccer, basketball, volleyball, sports, equipment, sailing, kayaking, white water rafting, swimming, snorkeling, scuba diving surfing, windsurfing, fishing, hit, throw, catch, pass, serve, shoot, hop, jump push, exercise, games</li> </ul>	<b>Vocabulary</b> <p><u>Ready to play: Tell me the rules.</u></p> <ul style="list-style-type: none"> <li>- Rules to play sports and videogames</li> </ul>	<b>Vocabulary</b> <p><u>Up close and personal: A day I'll never forget</u></p> <ul style="list-style-type: none"> <li>- Participating at national games and competitions</li> <li>- Winning a competition.</li> <li>- Winning a game</li> <li>- Participating at a championship</li> <li>- Winning a medal</li> </ul>
<b>Psycho-social</b> <ul style="list-style-type: none"> <li>- Communicating clearly about oneself.</li> </ul> <p><u>Social Language Samples</u></p> <ul style="list-style-type: none"> <li>- Shoot some hoops (play basketball)</li> <li>- Hang out (to join somebody to spend time together)</li> </ul>	<b>Psycho-social</b> <ul style="list-style-type: none"> <li>- Showing interest in each person's life.</li> </ul> <p><u>Proverbs / Quotes</u></p> <p>True enjoyment comes from activity of the mind and exercise of the body; the two are united. -- Alexander von Humboldt</p>	<b>Psycho-social</b> <ul style="list-style-type: none"> <li>- Being aware of one's strengths and weaknesses regarding sports and activities.</li> </ul> <p><u>Sociocultural</u></p> <ul style="list-style-type: none"> <li>- Recognizing importance of sports to have a sense of belonging within a group.</li> </ul> <p><u>Idioms</u></p> <ul style="list-style-type: none"> <li>- <b>at this stage in the game</b></li> <li>- <b>ball is in your court</b></li> </ul>	<b>Psycho-social</b> <ul style="list-style-type: none"> <li>- Respecting everyone's opinions.</li> </ul> <p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>- Identifying people's behavior in different sports contexts.</li> </ul>

## Didactic Planning Week # 1

Level: 8 <sup>th</sup>		Unit: 2
<b>Domain:</b> Socio-Interpersonal	<b>Scenario:</b> Let the Good Times Roll!	<b>Theme:</b> Fun times: Inside and Out
<b>Enduring Understanding:</b> Sports provide opportunities for personal enjoyment, challenge, self-expression and social interaction. <b>Essential Question:</b> How can sports provide a wide range of lifelong benefits and enjoyment?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p><b>Grammar &amp; Sentence Frames</b></p> <p><u>yes/no Questions</u></p> <ul style="list-style-type: none"> <li>Do you like playing soccer?</li> <li>Does she like dancing?</li> <li>Would you like to ___?</li> </ul> <p><u>Gerunds</u></p> <ul style="list-style-type: none"> <li><u>Dancing</u> is a great way to keep in shape.</li> <li><u>Camping</u> on the beach is a wonderful experience.</li> </ul> <p><b>Vocabulary</b></p> <p><u>Fun times: Inside and out./ What's your favorite?:</u></p> <ul style="list-style-type: none"> <li>running, walking, cycling, skate-boarding, karate, gymnastics, boxing, work out, baseball, soccer, basketball, volleyball, sports, equipment, sailing, kayaking, white water rafting, swimming, snorkeling, scuba diving surfing, windsurfing, fishing, hit, throw, catch, pass, serve, shoot, hop, jump push, exercise, games</li> </ul> <p><b>Phonology</b></p> <ul style="list-style-type: none"> <li>Two-syllable and compound words including consonant blends. (bl, st, and tr)</li> </ul>	<p><b>Function</b></p> <p>Describing different sports, their rules, indoor and outdoor activities.</p> <p><b>Discourse Markers</b></p> <p><u>Linkers: Sequential past time</u></p> <p>There are certain rules in soccer. <b>First</b>, you cannot use your hands. <b>Then</b>, you have to kick the ball with your feet. <b>After that</b>, the player tries to pass the ball to other player. <b>Finally</b>, the winner team is the one that scores a goal.</p>	<p><b>Psychosocial</b></p> <ul style="list-style-type: none"> <li>Communicating clearly about oneself.</li> <li>Shoot some hoops (play basketball)</li> <li>Hang out (to join somebody to spend time together)</li> </ul>

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)																																
		<p><b>Pre-teaching</b></p> <p><b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Participating</b></p> <p><b>Warm up:</b> T asks Ls to get in groups of four. Each group has to create a brainstorm about the type of sports or activities to enjoy that were assigned to them. Ls give examples of sports. T writes the Ls' examples on the board. Then, Ls write two or three types of equipment for the sports or activities, for example: videogames: (joystick, screen), swimming (goggles, cap), cycling(helmet, bike), running (tennis shoes, t-shirt)</p> <table border="1"> <thead> <tr> <th>Sport / Activities</th><th>Example</th><th>Equipment</th><th>Rule</th></tr> </thead> <tbody> <tr> <td>Water sports</td><td></td><td></td><td></td></tr> <tr> <td>Indoor activities</td><td></td><td></td><td></td></tr> <tr> <td>Extreme sports</td><td></td><td></td><td></td></tr> <tr> <td>Outdoor activities</td><td></td><td></td><td></td></tr> <tr> <td>Group Sports</td><td></td><td></td><td></td></tr> <tr> <td>Individual sports</td><td></td><td></td><td></td></tr> <tr> <td>Winter sports</td><td></td><td></td><td></td></tr> </tbody> </table>	Sport / Activities	Example	Equipment	Rule	Water sports				Indoor activities				Extreme sports				Outdoor activities				Group Sports				Individual sports				Winter sports				<p>5 minutes</p> <p>10 minutes</p>
Sport / Activities	Example	Equipment	Rule																																
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Winter sports																																			

### Engaging

**Activation of Prior Knowledge:** Once finished brainstorming , T shows Ls an image related to a sport that is practiced in Costa Rica. Ls look at the picture and answer T questions. 5 minutes
























[https://www.google.com/search?q=triathlon+in+costa+rica+triathlon+2017&tbm=isch&source=lnms&sa=X&ved=0ahUKEwj8t9fN5bLZAhXiqFkKHS\\_TAG0Q\\_AUICigB&biw=1600&bih=794&dpr=1#imgsrc=mScJ9cilE8hKvM:](https://www.google.com/search?q=triathlon+in+costa+rica+triathlon+2017&tbm=isch&source=lnms&sa=X&ved=0ahUKEwj8t9fN5bLZAhXiqFkKHS_TAG0Q_AUICigB&biw=1600&bih=794&dpr=1#imgsrc=mScJ9cilE8hKvM:)

What sports do you see in the pictures?/ What sports do these people like? What sport do they refer to? What equipment do you need to practice this sport? What are some of the rules for practicing Triathlon?


### Introducing

T asks Ls to see the chart and provide some sentences by reading the information from the

5 minutes

		<p>chart. T lets Ls say the sentences without correcting the incorrect ones. Then, T asks Ls to see what the sentences have in common and finally T makes Ls see the differences and the correct sentences.</p> <table><tr><th>People</th><th>Sport/Activity</th><th>Like / dislike</th></tr><tr><td>Alfredo and Nella</td><td>Go to the movies</td><td> Like</td></tr><tr><td>Hannia</td><td>Run and Swim</td><td> Like</td></tr><tr><td>Angel</td><td>Play with drones</td><td> Dislike</td></tr><tr><td>Marvin and Laura</td><td>Listen to music</td><td> Like</td></tr><tr><td>Dennis</td><td>Walk the dog</td><td> Dislike</td></tr><tr><td>Ruth</td><td>Play basketball</td><td> Like</td></tr><tr><td>Gina and Natalia</td><td>Ride a bike</td><td> Dislike</td></tr></table> <p>After that, T corrects the sentences and T labels the parts of the sentences.</p> <p>Examples: Ruth <u>likes</u> to play basketball. / Carlos <u>doesn't like</u> to walk the dog.</p> <p>Provide a handout to practice likes/don't like /doesn't like. If Ls make a mistake at this stage correct it immediately.</p>	People	Sport/Activity	Like / dislike	Alfredo and Nella	Go to the movies	 Like	Hannia	Run and Swim	 Like	Angel	Play with drones	 Dislike	Marvin and Laura	Listen to music	 Like	Dennis	Walk the dog	 Dislike	Ruth	Play basketball	 Like	Gina and Natalia	Ride a bike	 Dislike	10 minutes
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<p><b>Assessment:</b> L discriminates some key terminology from subject areas (e.g., labels on sports equipment).</p>	<p>R.2. recognize some key terminology from subject areas (e.g., labels on sports equipment).</p>	<p style="text-align: center;"><b>Pre-reading</b></p> <p>T shows some flashcards about sports and activities to review equipment and two rules per sport.</p> <p style="text-align: center;"><b>Reading for the first time</b></p>	20 minutes																								

<b>Assessment:</b> uses simple sentences and expressions to describe sports, videogames and leisure activities.	W.1. use simple sentences and expressions to describe sports, videogames and	<p>Ls recognize the sports by looking at the pictures and say equipment and rules to practice the sports.</p> <p style="text-align: center;"><b>Pair/group feedback</b></p> <p>T asks Ls for their help to complete the charts related to equipment and rules. T asks Ls to work in pairs to discuss the chart and help each other.</p> <table><tr><th>Sport / Activities</th><th>Equipment</th><th>Rules</th></tr><tr><td>Swimming</td><td></td><td></td></tr><tr><td>white water rafting</td><td></td><td></td></tr><tr><td>Playing video games</td><td></td><td></td></tr><tr><td>Flying drones</td><td></td><td></td></tr><tr><td>Hiking</td><td></td><td></td></tr><tr><td>Cycling</td><td></td><td></td></tr><tr><td>walking</td><td></td><td></td></tr><tr><td>Running</td><td></td><td></td></tr><tr><td>Skate-boarding</td><td></td><td></td></tr><tr><td>Snorkeling</td><td></td><td></td></tr></table>	Sport / Activities	Equipment	Rules	Swimming			white water rafting			Playing video games			Flying drones			Hiking			Cycling			walking			Running			Skate-boarding			Snorkeling			10 minutes
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		<p style="text-align: center;"><b>Post-reading</b></p> <p>Ls work in pairs to write a short description of a sport or activity which includes sport/activity name, where it is practiced, equipment required to practice it and two rules.</p>	5 minutes																																	

<p><b>Assessment:</b> L recognizes isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.</p>	<p>leisure activities.</p> <p>L.1. understand isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.</p>	<p style="text-align: center;"><b>Pre-listening</b></p> <p>T shows this picture and asks Ls the following question:</p> <div data-bbox="651 448 1043 687">  </div> <p>What do you need to prepare to participate in an ironman competition?</p> <p style="text-align: center;"><b>Listening for the first time</b></p> <p>T plays the video and asks Ls to answer the following questions after watching the video. <a href="https://www.youtube.com/watch?v=mnFW2RI8Gxl">https://www.youtube.com/watch?v=mnFW2RI8Gxl</a></p> <p>What is the video about? What is the athlete's name? Is he suggesting five types of equipment?</p> <p style="text-align: center;"><b>Pair/group feedback</b></p> <p>T asks learners to work in pairs to compare their answers to the three questions.</p> <p style="text-align: center;"><b>Listening for the second time</b></p> <p>Ls listen to and watch the video again. Then, Ls will check the ways to train for the Ironman competition by using a checklist.(Check chart at the resource section)</p>	
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<p><b>Assessment:</b> L exchanges information about everyday matters using simple vocabulary.</p>	<p>Sl.2. exchange information about everyday matters using simple vocabulary (e.g., weekend activities, sports, hobbies, interest and entertainment).</p>	<p style="text-align: center;"><b>Post listening</b></p> <p>Ls see the video <a href="https://www.youtube.com/watch?v=RJ-NBzp13m4">https://www.youtube.com/watch?v=RJ-NBzp13m4</a>. Then, they work in pairs to describe the sports the athlete is practicing and the moral of the video.</p> <p><b>Checking</b> T gives Ls a task to interview each other about the activities and sports they like to practice. Ls will pretend they are reporters and have the chance to interview a famous person.</p> <p><b>Planning</b> Ls plan the interview and the topics they want to know about.</p> <p><b>Elaborating</b> Ls write a set of questions to interview the famous person. Ls can use the following questions:</p> <p style="padding-left: 40px;">What sports do you like? What equipment do you need to practice this sport? What are some of the rules for practicing your favorite sport? When do you practice sports? What sports do you love to practice more? What activities do you do on your day off?</p> <p>Ls are asked to write three more questions using Can, Where , Which</p> <p><b>Using</b> Once the questions are ready, Ls interview each other using them.</p>	
			<b>Time</b>

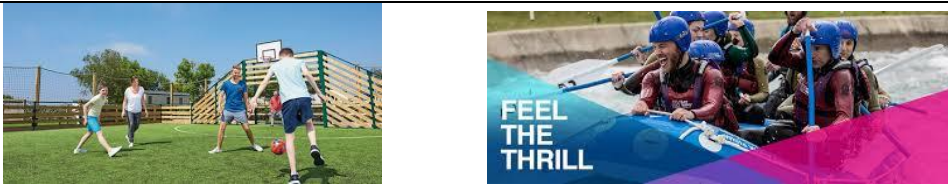
<b>Integrated Mini-Project</b>																				
<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p>				<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>																
<b>Reflective Teaching</b>																				
What worked well	What didn't work well			How to improve																
<b>Enduring Understanding Reflection</b>																				
How well did the learners progress in their understanding of the Enduring Understanding?																				
<b>Week Plan Self-Assessment</b>																				
<p>At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d9ead3;"> <th colspan="4" style="text-align: center; padding: 5px;"><b>Learner Self-Assessment</b></th> </tr> <tr style="background-color: #d9ead3;"> <th style="width: 60%; padding: 5px;"><b><i>I can...</i></b></th> <th style="width: 10%; padding: 5px;"><b><i>Yes</i></b></th> <th style="width: 15%; padding: 5px;"><b><i>In progress</i></b></th> <th style="width: 15%; padding: 5px;"><b><i>No</i></b></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">discriminate some key terminology from subject on sports equipment).</td> <td style="width: 10%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td style="padding: 5px;">use simple sentences and expressions to describe sports,</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					<b>Learner Self-Assessment</b>				<b><i>I can...</i></b>	<b><i>Yes</i></b>	<b><i>In progress</i></b>	<b><i>No</i></b>	discriminate some key terminology from subject on sports equipment).				use simple sentences and expressions to describe sports,			
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	videogames and leisure activities.				
	recognize isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.				
	exchange information about everyday matters using simple vocabulary.				
	show how I have worked with others this week.				

## Didactic Planning Week # 2

Level: 8 <sup>th</sup>		Unit: 2
<b>Domain:</b> Socio-Interpersonal	<b>Scenario:</b> Let the Good Times Roll!	<b>Theme:</b> What's your favorite?
<b>Enduring Understanding:</b> Sports provide opportunities for personal enjoyment, challenge, self-expression and social interaction. <b>Essential Question:</b> How can sports provide a wide range of lifelong benefits and enjoyment?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p><b>Grammar &amp; Sentence Frames</b></p> <p><u>Verb + ing / infinitive: like / want / would like</u></p> <ul style="list-style-type: none"> <li>– I (don't) like going swimming.</li> <li>– I (don't) want to play soccer</li> <li>– I would like to go to the match.</li> </ul> <p><u>Information questions</u></p> <ul style="list-style-type: none"> <li>– What does she like to do on Sunday?</li> <li>– When do you play soccer?</li> <li>– What videogame would you like to play today?</li> </ul> <p><b>Vocabulary</b></p> <p><u>Fun times: Inside and out. / What's your favorite?:</u></p> <ul style="list-style-type: none"> <li>– running, walking, cycling, skate-boarding, karate, gymnastics, boxing, work out, baseball, soccer, basketball, volleyball, sports, equipment, sailing, kayaking, white water rafting, swimming, snorkeling, scuba diving surfing, windsurfing, fishing, hit, throw, catch, pass, serve, shoot, hop, jump push, exercise, games</li> </ul> <p><b>Phonology</b></p> <ul style="list-style-type: none"> <li>– Two-syllable and compound words including consonant blends. (bl, st, and tr)</li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>– Expressing likes and dislikes regarding entertainment and sports.</li> </ul> <p><b>Discourse Markers</b></p> <p><u>Linkers: Sequential past time</u></p> <ul style="list-style-type: none"> <li>– First, then, after that, finally</li> </ul>	<p><b>Psychosocial</b></p> <ul style="list-style-type: none"> <li>– Showing interest in each person's life.</li> </ul> <p><b>Proverbs / Quotes</b></p> <ul style="list-style-type: none"> <li>– True enjoyment comes from activity of the mind and exercise of the body; the two are united. -- Alexander von Humboldt</li> </ul>

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
		<p style="text-align: center;"><b>Pre-teaching</b></p> <p><b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p style="text-align: center;"><b>Warm -up</b></p> <p style="text-align: center;">What can you tell about these photos or drawings?</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>5 minutes</p> <p>5 minutes</p>

<p><b>Assessment:</b> L asks and answers questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements.</p>	<p>SI.3. ask and answer questions about favorite sports, places to practice, equipment needed, outstanding players and achievements.</p>		
		<p><b>Activation of prior knowledge</b></p> <p>Ls will answer the following questions teachers write on the board.</p> <p>Do you practice sports?</p> <p>What sport does your family practice?</p> <p>Do you have a friend, a family member or a person you know who practices a sport?</p>	<p>5 minutes</p>
		<p><b>Introducing</b></p> <p>T reviews yes/no questions and information questions with do /does before doing the activity.</p> <p><b>Checking</b></p> <p>T gives Ls a task to interview a classmate about a family member/ a friend / a person they know. Ls have to ask about the activities and sports he/she likes to practice and the activities he/she likes to do in his/her free time.</p> <p><b>Planning</b></p> <p>Ls plan the interview and the topics they want to know about.</p> <p><b>Elaborating</b></p> <p>Ls write a set of questions to interview a classmate.</p>	<p>15 minutes</p> <p>20 minutes</p>

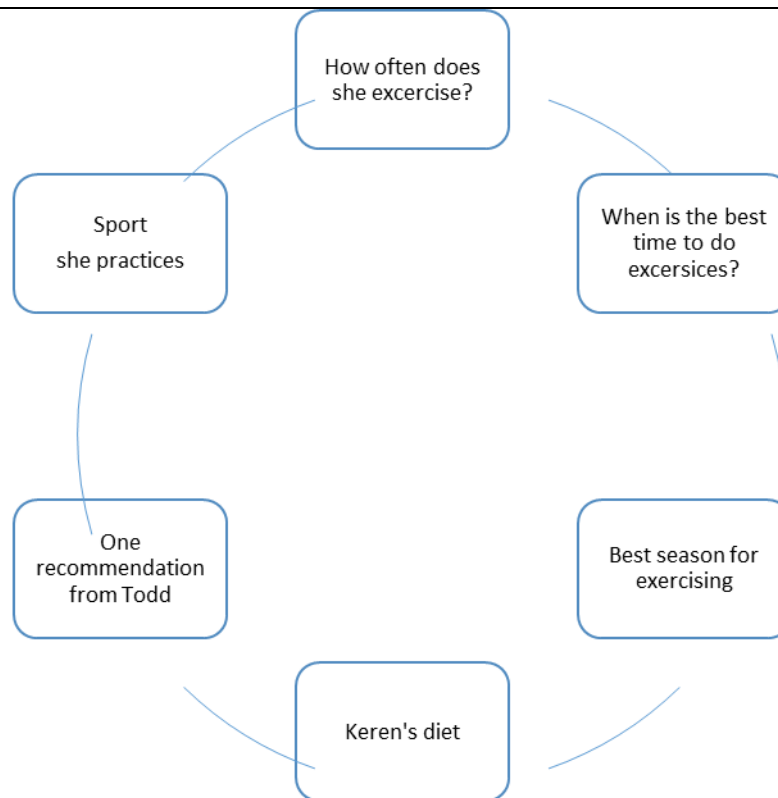
<p><b>Assessment:</b> L invites others to practice or attend different sports.</p>	<p>SI.1. invite others to practice or attend different sports.</p>	<p>What sports does he/she like?  Where does he/she practice the sport?  What equipment does he/she need to practice this sport?  What are some of the rules for practicing his/her favorite sport?  When does he/she practice sports?  What sports/activities does he /she love to practice more?  What activities does she/he do on his/her day off?  Can you mention some players he/she admire the most?</p> <p><b>Using</b>  Once, Ls have written the questions, they answer them in their notebook. Finally, Ls work in pairs to interview each other. Ls can use the answers they wrote before.</p> <p><b>Checking</b>  T provides the following task to Ls “The World Physical Activity Day will be celebrated”. Invite your classmates to celebrate it.”T and Ls can change the celebration or activity.</p> <p><b>Planning</b>  Ls design the invitation and the activities they want to include in the invitation. Ls need to make sure their invitation has the following aspects: requesting for the company, name of the event, date, hour, place, attire instructions, and directions.</p> <p><b>Elaborating</b>  Ls write the invitation with the aspects mentioned above.</p> <p><b>Using/Interacting</b>  Once, Ls have written the invitation, they invite each other orally to the activity mentioned before by using the appropriate sentence frames.</p>	<p>20 minutes</p> <p>25 minutes</p>
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<p><b>Assessment:</b> L extracts the most important points in a straightforward conversation, story, account or presentation accompanied by drawings and/or diagrams.</p>	<p>L.3. understand the most important points in a straightforward conversation, story, account or presentation accompanied by drawings and/or diagrams provided, if it is told slowly and clearly.</p>	<p style="text-align: center;"><b>Pre-listening</b></p> <p>Ls look at the picture .T asks Ls the following question: What do you think the conversation you will listen will be about? Write some ideas on your notebook.</p> <div data-bbox="1023 507 1478 815" data-label="Image"> </div> <p><a href="http://www.elllo.org/english/0701/T740-Keren-Healthy.htm">http://www.elllo.org/english/0701/T740-Keren-Healthy.htm</a> (See the script in the resource section)</p> <p style="text-align: center;"><b>Listening for the first time</b></p> <p>T plays the conversation for the first time but before sets the task presented below.</p> <p>What is the conversation about?</p> <p>What sport does she practice?</p> <p>When is the best time to practice the sport?</p>	
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		<p style="text-align: center;"><b>Pair/group feedback</b></p> <p>T asks learners to work in pairs to compare their answers to the three questions.</p> <p style="text-align: center;"><b>Listening for the second time</b></p> <p>Students listen to the conversation again and fill in the next graphic organizer.</p>	20 minutes
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**Assessment:** L uses simple sentences and expressions to describe sports, videogames and leisure activities.

W.1. use simple sentences and expressions to describe sports, videogames and leisure activities



### **Post- listening**

After listening to the conversation for the second time, write four sentences about Keren. Use the information from the graphic organizer.

		<p style="text-align: center;"><b>Pre-writing</b></p> <p>T provides a guided writing for Ls to write about a sport or a leisure activity. Ls need to answer to the questions.</p> <p style="text-align: center;"><b>Drafting</b></p> <p>Before Ls answer the questions, T will discuss them orally with the whole group and write the answers on the board. T makes sure he/she writes complete answers on the board. Then, T will ask Ls to work individually.</p> <p style="text-align: center;"><b>Guided writing</b></p> <p>What sports/ leisure activity do you like?        Where do you practice the sport/ leisure activity?        What equipment do you need to practice this sport/ leisure activity?        What are some of the rules for practicing your favorite sport/ leisure activity?        When do you practice this sport/ leisure activity?        What sports/ leisure activity do you love to practice more?        What activities do you do during your days off?        Can you mention some players he/she admire the most?</p> <p style="text-align: center;"><b>Revising</b></p> <p>Ls work in pairs to revise the answers they wrote and help each other to correct the answers if necessary.</p> <p style="text-align: center;"><b>Editing and Publishing</b></p> <p>Each learner makes the corrections suggested by the peers and publish the answers on the bulletin board.</p> <p><b>Exit ticket:</b> T asks Ls two questions from the guided writing and tells them to provide complete answers.</p>	
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Integrated Mini-Project		Time																					
Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation. <b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)		Adjust previous times listed above to allow 5 min each week.  Group presentations can be week 5 or 6.																					
Reflective Teaching																							
What worked well	What didn't work well	How to improve																					
Enduring Understanding Reflection																							
How well did the learners progress in their understanding of the Enduring Understanding?																							
Week Plan Self-Assessment																							
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)																							
<table><tr><th colspan="4">Learner Self-Assessment</th></tr><tr><th>I can...</th><th>Yes</th><th>In progress</th><th>No</th></tr><tr><td>ask and answer questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements.</td><td></td><td></td><td></td></tr><tr><td>invite others to practice or attend different sports.</td><td></td><td></td><td></td></tr><tr><td>extract the most important points in a straightforward</td><td></td><td></td><td></td></tr></table>				Learner Self-Assessment				I can...	Yes	In progress	No	ask and answer questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements.				invite others to practice or attend different sports.				extract the most important points in a straightforward			
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I can...	Yes	In progress	No																				
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invite others to practice or attend different sports.																							
extract the most important points in a straightforward																							

	conversation, story, account or presentation accompanied by drawings and/or diagrams.				
	use simple sentences and expressions to describe sports, videogames and leisure activities.				
	use simple sentences and expressions to describe sports, videogames and leisure activities				
	show how I have worked with others this week.				

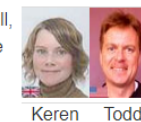
## Resource Section

[https://www.google.com/search?biw=1600&bih=794&tbm=isch&sa=1&ei=7TiLWpKVbQaE5wKFsre4BA&q=sports+pictures&oq=sports+pictures&gs\\_l=psy-b.1.0.0j0i30k119.1805230.1811094.0.1816699.52.27.0.2.2.0.124.2482.1j22](https://www.google.com/search?biw=1600&bih=794&tbm=isch&sa=1&ei=7TiLWpKVbQaE5wKFsre4BA&q=sports+pictures&oq=sports+pictures&gs_l=psy-b.1.0.0j0i30k119.1805230.1811094.0.1816699.52.27.0.2.2.0.124.2482.1j22)

<http://www.ello.org/english/0701/T740-Keren-Healthy.htm>



**Todd:** OK, Keren, we're talking about health. And, first of all, do you do anything to **stay in shape**? Like do you exercise or belong to a gym or anything?



**Keren:** At the moment, I don't belong to a gym but I go jogging. Usually I go jogging four times a week, and I always go in the morning because for me it's the best time to exercise because it keeps me awake all day, but at the moment I don't do any other exercise.

**Todd:** Wow, just the running.

**Keren:** Just the running.

**Todd:** Yeah, well, that's pretty good that you get up and go running in the morning, I have **a hard time** like running early in the morning.

**Keren:** Yeah, I think it's easy in the summer because it's **really light** and the weather's better but in the winter I find it really difficult and actually the last few weeks I've stopped jogging.

**Todd:** It's OK, I'm kind of **in the same boat**. I'm in the same boat... OK, so let's change the talk to diet.

**Keren:** OK.



[Take an Interactive Audio Quiz.](#)  
(Flash Required)

**Todd:** Do you have a healthy diet?

**Keren:** Reasonably healthy. I'm *semi-vegetarian* so I don't eat meat. I only eat fish and I eat lots of fruit and vegetables, but I also like my junk food and usually once a day I eat either potato chips or cake, so yeah, I have a balanced diet.

**Todd:** And lastly, do you do anything else to stay healthy? Like for example, do you do yoga or do you meditate or do you get so many hours of sleep night?

**Keren:** It would be great if I could get eight hours sleep a night but I don't and I don't do yoga. I actually find walking very relaxing and usually when I'm at home in Britain I walk a lot.

**Todd:** OK, thanks a lot Keren.



**Keren:** That's OK.

### Didactic Planning Week # 3

Level: 8 <sup>th</sup>		Unit: 2
<b>Domain:</b> Socio-Interpersonal	<b>Scenario:</b> Let the Good Times Roll!	<b>Theme:</b> Ready to play: Tell me the rules
<b>Enduring Understanding:</b> Sports provide opportunities for personal enjoyment, challenge, self-expression and social interaction. <b>Essential Question:</b> How can sports provide a wide range of lifelong benefits and enjoyment?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p><b>Grammar &amp; Sentence Frames</b></p> <p><u>Gerunds</u></p> <ul style="list-style-type: none"> <li>- <u>Dancing</u> is a great way to keep in shape.</li> <li>- <u>Camping</u> on the beach is a wonderful experience.</li> </ul> <p><u>Can</u></p> <ul style="list-style-type: none"> <li>- Can you play soccer?</li> <li>- Yes, I can</li> <li>- Can she swim?</li> </ul> <p><b>Vocabulary</b></p> <p><u>Ready to play: Tell me the rules.</u></p> <ul style="list-style-type: none"> <li>- Rules to play sports and videogames</li> </ul> <p><b>Phonology</b></p> <ul style="list-style-type: none"> <li>- Two-syllable and compound words including consonant blends.</li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>- Describing different sports, their rules, indoor and outdoor activities.</li> </ul> <p><b>Discourse Markers</b></p> <p><u>Linkers: Sequential past time</u></p> <p>First, then, after that, finally</p>	<p><b>Psychosocial</b></p> <ul style="list-style-type: none"> <li>- Being aware of one's strengths and weaknesses regarding sports and activities.</li> <li>- Recognizing importance of sports to have a sense of belonging within a group.</li> </ul> <p><b>Proverbs / Quotes</b></p> <ul style="list-style-type: none"> <li>- at this stage in the game</li> <li>- ball is in your court</li> </ul>

(bl, st, and tr)																		
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)															
		<div>Pre-teaching</div> <div>Routine: Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</div> <div>Participating</div> <div>Warm- up</div> <div>T asks Ls to get in groups of three or four to complete a survey in the groups. Ls will ask each other questions related to their likes and dislikes to complete a chart using questions such as: Who likes dancing/playing video games? / Do you play X-Box 360 games/ any sports? / Do you like sports? / What kind of sports /videogames do you like?. T will draw the chart on the board and will elicit some information from the Ls in the groups to complete it.</div> <table><tr><td>Classmate´s name</td><td>Like(s) dancing</td><td>Like(s) videogames</td><td>Like(s) sports</td><td>Favorite sports/ videogames</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	Classmate´s name	Like(s) dancing	Like(s) videogames	Like(s) sports	Favorite sports/ videogames											<div>5 minutes</div> <div>10 minutes</div>
Classmate´s name	Like(s) dancing	Like(s) videogames	Like(s) sports	Favorite sports/ videogames														

128

		<p>Besides, T introduces the use of can to talk about ability with some pictures and examples on the board:</p> <p>Can you play soccer? Yes, I can/ No, I can't Can she swim? Yes, she can / No, she can't</p> <p><b>Vocabulary</b></p> <p>Teacher introduces new vocabulary words related to rules to play sports and videogames using the board and a video to illustrate. T writes the phrases on the board. See link below:</p> <p><a href="https://youtu.be/c1LrqpzEqO0">https://youtu.be/c1LrqpzEqO0</a></p> <ul style="list-style-type: none"> <li>• Follow the rules</li> <li>• It's my turn</li> <li>• My turn is over.</li> <li>• To handle complaints</li> <li>• Fair play</li> <li>• Play by the rules</li> </ul>	 	5 minutes
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130

<p><b>Assessment:</b> L prepares simple reminders or notes regarding sports ,videogames and leisure activities</p>	<p>W.2. prepare simple reminders or notes regarding sports or videogames for personal use (e.g., notes, agendas, calendars).</p>	<p><b>Post-reading</b> T reviews and checks comprehension questions with students</p> <p><b>Written production</b> T introduces linkers: for sequential past time ( First, then, after that, finally).</p> <p><b>Pre-writing</b> Sts interview some classmates asking questions about a video game they used to play when they were little)</p> <p><b>Drafting</b> Sts choose one video game they most have in common and then write an set of instructions to play it using the linkers introduced by the teacher.</p> <p><b>Revising</b> T monitors and checks to make sure that Ls' set instructions are correct and complete.</p> <p><b>Editing</b> Ls exchange their papers with a classmate, and check each other's sets of instructions for comprehension and correctness.</p> <p><b>Publishing (Post -task)</b> Ls make up a drawing of the videogame and write the set of instructions to play it using linkers.</p>	<p>25 minutes</p>
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<p><b>Assessment:</b> L explains briefly a sport, a sports team, or a videogame he/she knows well.</p>	<p>SP.2. explain briefly a sport, a sports team, a videogame he/she knows well.</p>	<p><b>Planning / Organizing</b> Ls briefly explain in groups a sport they know well. Ls must include information about: Numbers of players, type of sport, outfit, and implements to play/practice it, place to play /practice it, etc</p> <p><b>Rehearsing</b> Sts get in groups and present each other's work for group interaction and practice.</p> <p><b>Producing</b> T asks two or three groups to present their work for the whole class.</p> <p><b>Post- task</b> T reviews the pronunciation of some words and specific words to refer to sports</p>	<p>25 minutes</p>
<p><b>Integrated Mini-Project</b></p>			<p><b>Time</b></p>
<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p>			<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>
<p><b>Reflective Teaching</b></p>			
<p>What worked well</p>	<p>What didn't work well</p>		<p>How to improve</p>

<b>Enduring Understanding Reflection</b>																							
How well did the learners progress in their understanding of the Enduring Understanding?																							
<b>Week Plan Self-Assessment</b>																							
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)																							
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**Resource Section**

2017 Pan American Slalom Championship

Place: Río Pejibaye, Jiménez de Cartago

Costa Rica will host the 2017 Pan American Slalom Championship. The Costa Rican Kayak and Canoe Federation (La Federación Costarricense de Kayak y Canotaje, Fecokac in Spanish) announced that from October 16th to the 22nd, more than 15 countries will be represented in our country to compete in the championship. This championship also marks the beginning of the 2020 Olympic Games.

The Pejibaye River in Jiménez, Cartago will be the setting of the event. Competitors will compete individually with departures every two minutes, and the athlete with the best time, wins.

These types of activities promote the country as a sports and tourist destination in the region. At the moment, Canada, United States, Mexico, Guatemala, Venezuela, Colombia, Peru, Chile, Argentina, Brazil, Paraguay, Bolivia, Uruguay, Ecuador, and Costa Rica are the countries confirmed for this Pan American championship.

Source: <https://www.visitcostarica.com/es/node/33662>



**CRONOGRAMA ACTIVIDADES**

Sábado 14 Octubre		Se abre la Información Deportiva
Domingo 15 Octubre	8 am-3 pm	Inicio del campamento Entrenamiento oficial en grupos
Lunes 16 Octubre	8 am-3 pm	Entrenamiento oficial en grupos
Martes 17 Octubre	8 am-3 pm	Entrenamiento oficial en grupos
Miércoles 18 Octubre	8 am-12 md 2 pm-4 pm	Entrenamiento oficial en grupos Ceremonia de apertura
Jueves 19 Octubre	8 am-1 pm 1 pm- 4 pm 1:30 pm- 2:30 pm 2:45 pm- 3:15 pm 4:15 pm- 5 pm	Entrenamiento oficial en grupos Construcción del curso Reunión de Líderes de Equipo Reunión de Jueces Pondas de demostración / Ensayo para voluntarios y jueces
Viernes 20 Octubre	10 am	Heats 1: C1Hombre, C1Mujer, C2Hombre, K1Mujer, K1Hombre, C2K Intervalo Heats run 2: C1Hombres, C1Mujer, C2Hombres, K1Mujer, K1Hombre, C2K
Sábado 21 Octubre	10 am	Semi-final 1: C1Hombre, C1Mujer, C2Hombre, K1Mujer, K1Hombre, C2K Clasificación Slalom Extremo: K1Hombre, K1Mujer
Domingo 22 Octubre	10 am	Semi-final/Final: Slalom Extremo: K1Hombre, K1Mujer Final: C1Hombre, C1Mujer, C2Hombres, K1Mujer, K1 hombre, C2K Medalla y Ceremonia de Clausura

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## Didactic Planning Week # 4

Level: 8 <sup>th</sup>		Unit: 2
<b>Domain:</b> Socio-Interpersonal	<b>Scenario:</b> Let the Good Times Roll!	<b>Theme:</b> Up Close and Personal
<b>Enduring Understanding:</b> Sports provide opportunities for personal enjoyment, challenge, self-expression and social interaction. <b>Essential Question:</b> How can sports provide a wide range of lifelong benefits and enjoyment?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p><b>Grammar &amp; Sentence Frames</b></p> <p><u>Can/Could</u></p> <ul style="list-style-type: none"> <li>Can you play soccer with me on the weekend?</li> <li>Could you play with me at 3:00 pm?</li> <li>Yes, I can.</li> </ul> <p><u>Verb + ing / infinitive: like / want / would like</u></p> <ul style="list-style-type: none"> <li>I (don't) like going swimming.</li> <li>I (don't) want to play soccer</li> <li>I would like to go to the match.</li> </ul> <p><b>Vocabulary</b></p> <p><u>Up close and personal: A day I'll never forget</u></p> <ul style="list-style-type: none"> <li>Participating at national games and competitions</li> <li>Winning a competition.</li> <li>Winning a game</li> <li>Participating at a championship</li> <li>Winning a medal</li> </ul> <p><b>Phonology</b></p> <ul style="list-style-type: none"> <li>Review</li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>Describing sports' unforgettable experiences.</li> </ul> <p><b>Discourse Markers</b></p> <p><u>Linkers: Sequential past time</u></p> <p>There are certain rules in soccer. <b>First</b>, you cannot use your hands. <b>Then</b>, you have to kick the ball with your feet. <b>After that</b>, the player tries to pass the ball to other player. <b>Finally</b>, the winner team is the one that scores a goal.</p>	<p><b>Psychosocial</b></p> <ul style="list-style-type: none"> <li>Respecting everyone's opinions.</li> <li>Identifying people's behavior in different sports contexts.</li> </ul> <p><b>Proverbs / Quotes</b></p>

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)									
		<p><b>Pre-teaching</b></p> <p><b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Participating</b></p> <p><b>Warm – up</b></p> <p>T moves around the classroom asking questions to some Ls. For example, Can you play soccer ?/ Can you swim/ play volleyball? and completes a chart on the board as follows:</p> <table><tr><td>Student's name</td><td>Can</td><td>Can't</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <p>Then T asks some Ls to report on some of their classmates' information orally</p> <p><b>Engaging</b></p> <p><b>Activation of prior knowledge</b></p> <p>T asks Ls to think about an unforgettable experience related to sports. Then, Ls complete the chart below with information of their own in their notebooks .</p>	Student's name	Can	Can't							<p>5 minutes</p> <p>5 minutes</p> <p>10 minutes</p>
Student's name	Can	Can't										

		Student's name	Name of sport	Year it happened	Who was with me ?	Why unforgettable ?	
		<p>T asks for some volunteer students to share their information by eliciting information from them.</p> <p><b>Introducing</b> T introduces the structure: Verb + ing / infinitive for <b>like / want / would like</b> to talk about likes and dislikes and possibilities. T writes some examples on the board such as:</p> <p>I (don't) like going swimming. I (don't) want to play soccer I would like to go to the match.</p> <p><b>*T can also use images with the sample sentences. T also models the pronunciation of the auxiliary "would"</b></p> <p><b>Vocabulary</b> T introduces the following vocabulary words on the board:</p> <ul style="list-style-type: none"> <li>- Win</li> <li>- Lose</li> <li>- Participate</li> <li>- Compete</li> <li>- Championship</li> <li>- Medal</li> </ul>					15 minutes

<p><b>Assessment:</b> L recognizes most of what occurs in a well-structured short story and the story's main characters</p>	<p>R.4. understand most of what occurs in a well-structured short story and the story's main characters</p>	<ul style="list-style-type: none"> <li>- Prize</li> <li>- Game</li> <li>- Competition</li> </ul> <p>After that, T models the pronunciation of the words.</p> <p style="text-align: center;"><b>Phonology</b></p> <p><b>Review</b></p> <p>Ls take turns saying sentences with consonant blends. For example:</p> <p>Travis is playing ball on the market street. Tracy likes blowing and flying balloons</p> <p><b>Reading for the first time</b> T projects on the board or make copies of the story “the Big Match” by Pedro Pablo Sacristán . <a href="https://freestoriesforkids.com/children/stories-and-tales/big-match">https://freestoriesforkids.com/children/stories-and-tales/big-match</a>. Ls read the passage in groups of three.</p> <p><b>Pair/Group feedback</b> Ls asks each other in the groups what they understood about short story and what the liked the most about the story.</p> <p><b>Reading for the second time</b> Ls re-read story and answer comprehension questions such as: What happened in the</p>	<p>5 minutes</p> <p>20 minutes</p>
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139

<p><b>Assessment:</b> L writes an introduction or conclusion to a story with the help of a dictionary.</p>	<p>W.3. write an introduction or conclusion to a story with the help of a dictionary, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p>	<p><b>Listening for the first time</b></p> <p>Ls listen to the sports announcements. See link below: <a href="https://www.youtube.com/watch?v=frmT3QO6_cU">https://www.youtube.com/watch?v=frmT3QO6_cU</a></p> <p><b>Pair/Group feedback</b></p> <p>Ls asks each other what they understood from the announcement.</p> <p><b>Listening for the second time</b></p> <p>Ls listen for the second time and answer the following questions:</p> <p>What sports are mentioned in the announcements?/ When do term 2 sport registration close?/ What event was cancelled? / Where can we get information of upcoming events?</p> <p><b>Post-listening</b></p> <p>T checks answers with students orally. Then T asks students about the sports they would like to register for trials and why?</p> <p><b>Written production</b></p> <p>T introduces linkers: for sequential past time ( First, then, after that, finally).</p> <p><b>Pre-writing</b></p> <p>Sts interview some classmates asking questions about a unforgettable sports story. Name of sport / Year it happened / Who was with you ? Why unforgettable?</p> <p><b>Drafting</b></p>	<p>20 minutes</p>
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<p><b>Assessment:</b> L describes a day he/she will never forget in sports.</p>	<p>SP.1. describe a day in sports he/she will never forget.</p>	<p>Sts in groups choose a sport unforgettable sports story they most have in common and then write an introduction or conclusion with the help of a dictionary.</p> <p><b>Revising</b>  T monitors and checks to make sure that Ls' sentences are correct and complete ; e. g., subject-verb agreement, capitalization, spelling, basic punctuation etc.</p> <p><b>Editing</b>  Ls exchange their papers with other groups, and check each other's stories for completion and correctness.</p> <p><b>Publishing</b> (Post -task)  Each group draws a picture sequence of the story and present it in front of the class.</p> <p><b>Planning / Organizing</b>  Ls describe in groups a day in sports they will never forget. Ls must include information related to:</p> <p>Name of sport, day/year it happened, participants, a sequence of events( beginning, middle and end)</p> <p><b>Rehearsing</b>  Sts practice in the groups paying attention to the whole structure of the presentation.</p> <p><b>Producing</b>  T asks the groups to present their descriptions in front of the class.</p>	<p>25 minutes</p>
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		<b>Post- task</b> T reviews the pronunciation of some verbs and the use of some phrases and structures to refer to past events	
<b>Integrated Mini-Project</b>			<b>Time</b>
Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.  <b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)			Adjust previous times listed above to allow 5 min each week.  Group presentations can be week 5 or 6.
<b>Reflective Teaching</b>			
What worked well	What didn't work well		How to improve
<b>Enduring Understanding Reflection</b> How well did the learners progress in their understanding of the Enduring Understanding?			
<b>Week Plan Self-Assessment</b>			
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)			

<i>Learner Self-Assessment</i>			
<i>I can...</i>	<i>Yes</i>	<i>In progress</i>	<i>No</i>
<i>recognize most of what occurs in a well-structured short story and the story's main characters</i>			
<i>recognize important information from audio texts (e.g., sports announcements, sports scores) provided the message is delivered clearly.</i>			
<i>write an introduction or conclusion to a story with the help of a dictionary.</i>			
<i>describe a day I will never forget in sports.</i>			

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

<b>Level: 8<sup>th</sup></b>		<b>Unit 2: Let the Good Times Roll!</b>
<b>Enduring Understanding:</b> School is a special place where learners have a sense of belonging, feel cared for, like to learn, and participate. <b>Essential Question:</b> What makes our high school a special place?		
<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>
<b>Grammar &amp; Sentence Frame</b> <input type="checkbox"/> Did Ls use all sentence frames?  <b>Vocabulary</b>	<b>Function</b> <input type="checkbox"/> Did Ls use all functions?  <b>Discourse Markers</b>	<b>Psychosocial</b> Did Ls show evidence of ... <input type="checkbox"/> Willingness to cooperate in teamwork.

<input type="checkbox"/> Did Ls say aloud and write all vocabulary?  <p style="text-align: center;"><b>Phonology</b></p> <input type="checkbox"/> Did Ls recognize, articulate, practice and produce phonological sounds?		<input type="checkbox"/> Did Ls practice connecting words: and, but, because?	<p style="text-align: center;"><b>Sociocultural</b></p> <input type="checkbox"/> Respecting his/her school, classmates and teachers <input type="checkbox"/> Did Ls practice idioms and quotes?
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<input type="checkbox"/> Did Ls achieve all learning outcomes?	<input type="checkbox"/> Can Ls do all tasks?	<p><b>Oral Comprehension:</b> Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening  <b>Written Comprehension:</b> Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading  <b>Spoken Interaction/Production:</b> Planning; Organizing; Rehearsing; Using/Describing  <b>Written Production:</b> Pre-writing; Drafting; Revising; Editing</p> <p>Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans.</p>	All of week 5 or 6
Options		Integrated Mini-Project	Time
<ul style="list-style-type: none"> <li>– Personal lapbooking, mobile, collage.</li> <li>– Self-portrait presentation using technology or cardboard.</li> <li>– Storytelling using TPR in groups</li> </ul>		<p>By allowing time for the Mini-Project each week for participating, thinking, and acting out, learners should now have a chosen project and determined content and strategies. In the presentation week Ls focus on:</p> <p style="text-align: center;"><b>Responding and sharing:</b> Participating in individual and peer assessment of mini-project.</p> <p>Teachers monitor ....</p> <input type="checkbox"/> Did Ls use English during all aspects of Integrated Mini-Project? <input type="checkbox"/> How did project presentations reflect understanding and/or mastery of Can Do statements? <input type="checkbox"/> Did Ls put into practice the focus of Learn to Be and Live in Community? <input type="checkbox"/> Did the Integrated Mini-Project provide answers to the Essential Question?	All of week 5 or 6 of unit



**DIRECCIÓN DE DESARROLLO CURRICULAR**  
**Departamento de Tercer Ciclo y**  
**Educación Diversificada**  
**Asesoría Nacional de Inglés**



Level 8th		Unit 3		
CEF level to be reached: A2				
Scenario: Something to Celebrate!				
Enduring Understanding	Celebrations, festivals and traditions reflect people’s cultural identity.			
Essential Question	Why is it important to celebrate special dates?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Weeks 5/6
<p><b>Assessment:</b> L recognizes main information in short, straightforward audio.</p> <p>L.1. understand main information in short, straightforward audio messages if these messages are delivered slowly and clearly (e.g., holidays and celebrations).</p> <p><b>Assessment:</b> L asks and answers about local holidays, celebrations and festivals.</p> <p>SI.1. ask and answer about local holidays, celebrations and festivals.</p> <p><b>Assessment:</b> L describes what he/she did on his/her last holiday.</p> <p>SP.2. describe what he/she did on his/her last holiday, individually.</p>	<p><b>Assessment:</b> L recognizes main information in short, straightforward audio.</p> <p>L.1. understand main information in short, straightforward audio messages if these messages are delivered slowly and clearly (e.g., holidays and celebrations).</p> <p><b>Assessment:</b> L asks and answers about holidays and festivals in Latin America and around the World.</p> <p>SI.2. ask and answer about holidays and festivals in Costa Rica, Latin America and around the World.</p> <p><b>Assessment:</b> L accepts or refuses invitations politely.</p> <p>SI.3. accept or refuse invitations politely.</p> <p><b>Assessment:</b> L ...</p>	<p><b>Assessment:</b> L discriminates a set of clear-cut instructions (e.g., what to do if you attend a festival or celebration), especially if there are pictures.</p> <p>R.2. follow a set of clear-cut instructions (e.g., what to do if you attend a festival or celebration), especially if there are pictures.</p> <p><b>Assessment:</b> L distinguishes chronological order within special sentence structures.</p> <p>R.3. understand chronological order within special sentence structures using linkers: sequential past time.</p> <p><b>Assessment:</b> L asks and answers about holidays and festivals in Latin America and around the world.</p> <p>SI.2. ask and answer about holidays and festivals in Costa Rica, Latin America and around the World.</p>	<p><b>Assessment:</b> L distinguishes specific details in an audio advertisement if it is delivered clearly and concerns a product and/or service of interest to the student.</p> <p>L.2. understand specific details in an audio advertisement if it is delivered clearly and related to his/her interest.</p> <p><b>Assessment:</b> L recognizes the gist of overheard conversations generally.</p> <p>L.3. understand the gist of overheard conversations generally.</p> <p><b>Assessment:</b> L ...</p> <p>W.2. write a text message or a postcard/e-postcard to friends to give news about holidays, festivals or celebrations, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p> <p><b>Assessment:</b> L describes holidays,</p>	<p><b>Assessment</b></p> <p>Anecdotal reports/rubrics/ instruments for self and co-assessment</p> <p><b>Suggested Integrated Mini project</b></p> <p>A holiday fair (a selected Costa Rica, Latin America or the rest of the world holiday/festival/celebration, including where it is celebrated, when it is celebrated, history, activities people do and traditions, food).</p> <p>A storytelling of the most memorable holiday</p>

	W.1. write short messages, for example to make or change an invitation or an appointment to meet on a holiday, a festival, or a celebration.	<b>Assessment:</b> L describes holidays, celebrations and festivals in general. SP.1. describe a holiday, celebration and festival in a short presentation, prepared in advance but not read, in pair-share or small group.	celebrations and festivals in general. SP.1. describe a holiday, celebration and festival in a short presentation, prepared in advance but not read, in pair-share or small group.
<b>Phonology Goal for Each Week</b> <b>Assessment:</b> L identifies English language sounds using knowledge in phonics, syllabification and word parts. R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification, and word parts.			
<b>Theme</b> Let's celebrate: Holidays with My Family	<b>Theme</b> Let's celebrate: Latin American Holidays and Festivals	<b>Theme</b> Let's celebrate: Holidays and Festivals around the World	<b>Theme</b> A holiday to remember: One of my favorites
<b>Function</b> – Describing different ways of celebrating holidays in my family.	<b>Function</b> – Describing what people do in order to celebrate different holidays in Latin America.	<b>Function</b> – Describing the most important celebrations and festivals all around the world.	<b>Function</b> – Describing my favorite holiday celebration or festival.
<b>Discourse Markers</b> Linkers: Sequential past time  Yesterday we celebrated Independence Day. <b>First</b> , we attended a school ceremony and sang the national anthem. <b>Then</b> , we went to see the parades. <b>After that</b> , we went back home. <b>Finally</b> , we went to bed.	<b>Discourse Markers</b> <u>Linkers: Sequential past time</u> – First, Then, After, Finally	<b>Discourse Markers</b> <u>Linkers: Sequential past time</u> First, Then, After, Finally	<b>Discourse Markers</b> <u>Linkers: Sequential past time</u> First, Then, After, Finally
<b>Grammar &amp; Sentence Frames</b> <u>Simple Present</u> <u>Information-Yes/no questions</u> – People gather to celebrate. – Do you like Easter week? – How do people celebrate Christmas?	<b>Grammar &amp; Sentence Frames</b> <u>Past Continuous</u> <u>Yes/no and Information Questions</u> – What were they doing at the festival? – People were drinking and	<b>Grammar &amp; Sentence Frames</b> <u>Simple Present</u> <u>Information-Yes/no questions</u> – People gather to celebrate. – Do you like Easter week? – How do people celebrate Christmas?	<b>Grammar &amp; Sentence Frames</b> <u>Simple Past Yes/No and Information Questions</u> – What did you do on your last holiday celebration? – I gathered with my family. – Did you enjoy it?

<u>Simple Past (was-were)</u> – Who was at the festival? – Were you at the festival? – Yes, I was.	having fun. – What was she doing?	<u>Zero Conditional</u> – If you go to a parade, bring comfortable clothes. – If you go to the festival, try new food. – If you go to the carnival, bring your camera.	– Yes, I did.  <u>Simple Past (was-were)</u> – Who was at the festival? – Were you at the festival? – Yes, I was.
<b>Phonology</b> – Practicing digraphs (th, sh, ph)	<b>Phonology</b> – Practicing digraphs (th, sh, ph)	<b>Phonology</b> – Practicing digraphs (th, sh, ph)	<b>Phonology</b> Review
<b>Vocabulary</b> <u>Let's Celebrate:</u> <u>Holiday with my family</u> – Bullfights, live music, folk dancing, carnival with rides, games, parade, concerts, fireworks, ox-cart parade and procession, hand carved masks, traditional costumes rodeo, street fairs, traditional food, beauty contest, live music and sporting events.	<b>Vocabulary</b> <u>Let's celebrate:</u> <u>Latin American holidays.</u> – party, flatbed trucks, bands, parade of floats, the crowning of Miss Carnival, African-inspired dances, music, dance, costumes, masks, fireworks, concerts, religious ceremonies, barbecues, traditional dances, and bonfires.	<b>Vocabulary</b> <u>Let's celebrate:</u> <u>Holidays around the world</u> – Carnival in Rio de Janeiro, Brazil, parade, samba, costumes, dance decorations, Chinese New Year, China, play, costumes, fireworks. Yi Peng Lantern Festival, Thailand. Buddhist merit, floating lights, The Carnival of Venice, Italy, Venetian masks, carnival, theaters troupes. La Tomatina, Throw tomatoes, Christmas, New Year, Thanksgiving, Easter, Halloween.	<b>Vocabulary</b> – Recycle vocabulary from previous weeks.
<b>Psycho-social</b> – Valuing own local cultural identities.  <u>Social Language Samples</u> – get-together  <u>Idioms</u> – social butterfly	<b>Sociocultural</b> – Respecting cultural differences.  <u>Idioms</u> – carnival atmosphere	<b>Sociocultural</b> – Respecting festivals, holidays and traditions of my country and others.  <u>Social Language Samples</u> – "Enjoy the holidays!"	<b>Quotes</b> – The more you praise and celebrate your life, the more there is in life to celebrate. – Oprah Winfrey  <u>Social Language Samples</u> – "Let's party tonight!"

## Didactic Planning Week # 1

Level: 8 <sup>th</sup>		Unit: 3
<b>Domain: Social- interpersonal Social- transactional</b>	<b>Scenario: Something to celebrate</b>	<b>Theme: Let's celebrate: Holidays with My Family</b>
<b>Enduring Understanding:</b> Celebrations, festivals and traditions reflect people's cultural identity. <b>Essential Question:</b> Why is it important to celebrate special dates?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frames</b> <u>Simple Present</u> <u>Information-Yes/no questions</u> – People gather to celebrate. – Do you like Easter week? – How do people celebrate Christmas? <u>Simple Past (was-were)</u> – Who was at the festival? – Were you at the festival? – Yes, I was  <b>Vocabulary</b> <u>Let's Celebrate:</u> <u>Holiday with my family</u> Bullfights, live music, folk dancing, carnival with rides, games, parade, concerts, fireworks, ox-cart parade and procession, hand carved	<b>Function</b> Describing different ways of celebrating holidays in my family.  <b>Discourse Markers</b> Linkers: Sequential past time  Yesterday we celebrated Independence Day. <b>First</b> , we attended a school ceremony and sang the national anthem. <b>Then</b> , we went to see the parades. <b>After that</b> , we went back home. <b>Finally</b> , we went to bed.	<b>Psychosocial</b> – Valuing own local cultural identities.  <b>Proverbs/Quotes</b> <u>Social Language Samples</u> – get-together  <u>Idioms</u> – social butterfly

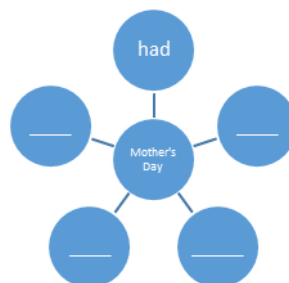
masks, traditional costumes rodeo, street fairs, traditional food, beauty contest, live music and sporting events.					
Phonology Practicing digraphs (th, sh, ph)					
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)		
L recognizes main information in short, straightforward audio.	L.1. understand main information in short, straightforward	<b>Pre-teaching</b> <b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do’s, and class agenda, etc.	5 minutes		
		<b>Participating</b> <b>Warm up</b> T says “My name is María and I like _____ (celebration)”, then, she tosses the ball and Ls toss the ball using the same phrase with different celebration.	5 minutes		
		<b>Engaging</b> <b>Activation of prior knowledge:</b> T divides the board in three columns (holidays, celebrations, and festivals). T explains what a holiday is, what a celebration is, and what a festival is. T elicits which Costa Rican holidays, celebrations, and festivals are being shown in the pictures (flashcards).	5 minutes		
		<b>Introducing</b> Using the pictures given, T introduces some information about some holidays, celebrations and festivals. For example: There are bullfights in Zapote. People eat tamales on Christmas. On Independence Day, we have parades.			
		<b>Pre- listening</b> Ls are given a chart as follows.			
		<table><tr><td>Student’s name</td><td>Birthday</td></tr></table>	Student’s name	Birthday	25 minutes
Student’s name	Birthday				

L asks and answers about local holidays, celebrations and festivals.	audio messages if these messages are delivered slowly and clearly (e.g., holidays and celebrations).	<table><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <p>T writes on board: What's your name? /When is your birthday? T encourages learners to walk around asking and answering the questions until the chart is complete.</p> <p><b>Listening for first time</b> Ls listen to the audio once <a href="http://www.esl-lab.com/birthday/birthdayrd1.htm">http://www.esl-lab.com/birthday/birthdayrd1.htm</a>; after that, T gives the multiple-choice worksheet.</p> <p><b>Pair/group feedback</b> Ls report the answers as a whole class activity.</p> <p><b>Listen for the second time</b> T writes the following statements on the board.</p> <p>_____ cut the cake _____ play freeze tag _____ light the candles _____ blow the candles</p> <p>Ls listen to the audio and number the correct sequence.</p> <p><b>Post listening</b> T makes random questions such as: Do you like cake? How old are you? Do make a wish when you blow out the candle? Who do you celebrate your birthday with? Where do you go on your birthday? Make sure all learners participate.</p> <p><b>Checking</b> T asks learners to mention celebrations they commemorate with their families.</p> <p><b>Planning</b> T explains the students will listen to a description of how the teacher's family and relatives celebrate Mother's Day. On our last Mother's Day, we had different activities. First, my son woke me up early to have</p>							30 minutes
SI.1. ask and answer about local holidays, celebrations and festivals.									

breakfast in bed. Later, he gave me a cookie jar he made at school. After that, we went to my mother's house to have lunch with other relatives and my grandma. We ate mashed potatoes, vegetables, and meat. Next, we gathered together in the living room to see some photos on the digital projector. Finally, we had a wonderful time and came back home at 9:00 pm.

**Using**

Ls list the verbs and the activities they hear.



**Elaborating**

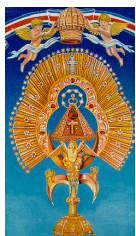
Ls are given a handout. Ls answer the questions based on their last celebrations.

Questions	Your answers	Classmate's answer
1. What did you do on _____?		
2. What did you eat?		
3. Where did you go?		
4. Who did you go with?		
5. What did you see?		

L describes what he/she did on his/her last holiday.	SP.2. describe what he/she did on his/her last holiday, individually.	<div>6. What activities did you do?</div> <div>Interacting Ls get in pairs to ask and answer questions with their classmates.</div> <div>Planning T gives the flashcards used in the warm up. Ls get in pairs to prepare a description of a celebration/holiday/festival given.</div> <div>Organizing Using the handout from the previous task and the following template, learners write about their last holiday/celebration/festival.</div> <div><div>HOLIDAY, CELEBRATION OR FESTIVAL</div><div><div>First,</div><div>Second,</div><div>After that,</div><div>Then,</div><div>Finally,</div></div></div> <div>Rehearsing Ls rehearse the presentation in pairs. T goes around the class helping them.</div> <div>Description Ls present their celebration/holiday/festival orally in front of the class.</div>	30 minutes
Integrated Mini-Project			Time
Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.			Adjust previous times listed above to

<b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)		allow 5 min each week.  Group presentations can be week 5 or 6.																								
<b>Reflective Teaching</b>																										
What worked well	What didn't work well	How to improve																								
<b>Enduring Understanding Reflection</b> How well did the learners progress in their understanding of the Enduring Understanding?																										
<b>Week Plan Self-Assessment</b>																										
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)																										
<table border="1" style="width: 100%; border-collapse: collapse; background-color: #e8f5e9;"> <thead> <tr> <th colspan="4" style="text-align: center; padding: 5px;"><b>Learner Self-Assessment</b></th> </tr> <tr> <th style="width: 60%; padding: 5px;"><b><i>I can...</i></b></th> <th style="width: 10%; padding: 5px;"><b><i>Yes</i></b></th> <th style="width: 15%; padding: 5px;"><b><i>In progress</i></b></th> <th style="width: 15%; padding: 5px;"><b><i>No</i></b></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">recognize main information in audios.</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">ask and answer questions about local holidays, celebrations and festivals.</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">describe what I did on my last holiday</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">show how I have worked with others this week.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			<b>Learner Self-Assessment</b>				<b><i>I can...</i></b>	<b><i>Yes</i></b>	<b><i>In progress</i></b>	<b><i>No</i></b>	recognize main information in audios.				ask and answer questions about local holidays, celebrations and festivals.				describe what I did on my last holiday				show how I have worked with others this week.			
<b>Learner Self-Assessment</b>																										
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show how I have worked with others this week.																										

## Resource Section



## Didactic Planning Week # 2

Level: 8 <sup>th</sup>		Unit: 3
<b>Domain: Socio-transactional</b>	<b>Scenario: Something to Celebrate!</b>	<b>Theme: Let's celebrate: Latin American Holidays and Festivals</b>
<b>Enduring Understanding:</b> Celebrations, festivals, and traditions reflect people's cultural identity. <b>Essential Question:</b> Why is it important to celebrate special dates?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frames</b> <u>Past Continuous</u> <u>Yes/no and Information Questions</u> <ul style="list-style-type: none"> <li>– What were they doing at the festival?</li> <li>– People were drinking and having fun.</li> <li>– What was she doing?</li> </ul> <b>Vocabulary</b> <u>Let's celebrate:</u> <u>Latin American holidays.</u> party, flatbed trucks, bands, parade of floats, the crowning of Miss Carnival, African-inspired dances, music, dance, costumes, masks, fireworks, concerts, religious ceremonies, barbecues, traditional dances, and bonfires.	<b>Function</b> Describing what people do in order to celebrate different holidays in Latin America.  <b>Discourse Markers</b> <u>Linkers: Sequential past time</u> First, Then, After, Finally	<b>Psychosocial</b> Respecting cultural differences  <b>Proverbs/Quotes</b> carnival atmosphere
<b>Phonology</b> Practicing digraphs (th, sh, ph)		

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
L recognizes main information in short, straightforward audio.	L.1. understand main information in short, straightforward	<p><b>Pre-teaching</b></p> <p><b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p>	5 minutes
		<p><b>Participating</b></p> <p><b>Warm up</b> Ls watch the video "Merry Melodies"  <a href="https://www.youtube.com/watch?v=nQbN8TFjW9I">https://www.youtube.com/watch?v=nQbN8TFjW9I</a> . Then, T writes the following questions on the board. What were they celebrating?            1. What were they drinking?            2. What were they eating?            3. What were they doing with the Christmas tree?            4. What were they wearing?            5. What other things were they doing?            Ls watch the video again to find the answers. T writes the vocabulary on the board.</p>	7 minutes
		<p><b>Engaging</b></p> <p>T asks learner about what other celebrations they know besides Christmas and write them on the board.</p>	3 minutes
		<p><b>Introducing</b></p> <p>T presents and reads aloud the video "Top 10 celebrations around the World 2015".  <a href="https://www.youtube.com/watch?v=e-QhQRNkxBQ">https://www.youtube.com/watch?v=e-QhQRNkxBQ</a></p> <p><b>Planning</b></p> <p><b>Pre- listening</b>            Ls are given a puzzle. Ls should identify key words related to New Year's Eve.</p>	5 minutes

audio messages if these messages are delivered slowly and clearly (e.g., holidays and celebrations).

Eve, New Year, count down, fireworks, resolutions, plans, dinner, music, welcome, celebrate

E	A	E	T	N	I	E	V	E	U
V	E	I	E	M	O	C	L	E	W
N	W	O	D	T	N	U	O	C	M
M	C	T	V	B	O	N	F	I	U
R	N	E	W	Y	E	A	R	U	S
E	Y	E	L	C	A	M	P	I	I
I	T	S	L	E	E	Y	I	P	C
S	T	S	A	S	B	T	M	I	N
F	I	R	E	W	O	R	K	S	Y
O	O	U	T	C	S	N	A	L	P
O	D	I	N	N	E	R	G	T	N
T	F	E	S	R	T	V	T	M	E

### **Listening for the first time**

Ls listen to the audio <http://www.dailyesl.com/new-years.htm> and report how many words from the puzzle they hear in the audio.

### **Pair/Group feedback**

T writes down the following statements on the board. Ls complete the gaps in pairs

1. New Year's Day is the day when people \_\_\_\_\_ the beginning of a new year.
2. On New Year's Eve, family and friends often get together for \_\_\_\_\_ or have a \_\_\_\_\_ to welcome in the new year.
3. People often \_\_\_\_\_ the hours, minutes, and seconds before the new year arrives.
4. They set off \_\_\_\_\_
5. People often make new year's \_\_\_\_\_ to accomplish.

### **Listening for the second time**

25  
minutes

L asks and answers about holidays and festivals in Latin America and around the World.	SI.2. ask and answer about holidays and festivals in Costa Rica, Latin America and around the World.	<p>Ls listen to the audio again.</p> <p><b>Post-listening</b></p> <p>T writes down the following questions on the board. Ls get in pairs to answer them by writing sentences.</p> <p>How do people in your country celebrate New Year’s Eve?</p> <p>What foods do people prepare?</p> <p>What activities do people participate in?</p> <p>What meaning does this day have for them?</p> <p><b>Checking</b></p> <p>Ls get in groups of five people (they can work on the floor or at their tables). Ls are given a set of cards to play memory game.</p> <p><b>Planning</b></p> <p>Ls watch the video “Top 10 celebrations around the World 2015.” <a href="https://www.youtube.com/watch?v=e-QhQRNkxBQ">https://www.youtube.com/watch?v=e-QhQRNkxBQ</a></p> <p>Ls match the countries with their celebrations</p> <p style="text-align: center;">Matching</p> <table><tr><th>Country</th><th></th><th>Celebration</th></tr><tr><td>Brazil</td><td>(    )</td><td>Oktober Festival</td></tr><tr><td>Germany</td><td>(    )</td><td>La Tomatina</td></tr><tr><td>China</td><td>(    )</td><td>Halloween</td></tr><tr><td>Ireland</td><td>(    )</td><td>Burning Man Festival</td></tr><tr><td>Thailand</td><td>(    )</td><td>Rio de Jainero Carnival</td></tr><tr><td>Italy</td><td>(    )</td><td>Yi Peng Lantern Festival</td></tr><tr><td>United States</td><td>(    )</td><td>Chinese New Year</td></tr><tr><td>Spain</td><td>(    )</td><td>Saint Patrick’s Day</td></tr></table>	Country		Celebration	Brazil	(    )	Oktober Festival	Germany	(    )	La Tomatina	China	(    )	Halloween	Ireland	(    )	Burning Man Festival	Thailand	(    )	Rio de Jainero Carnival	Italy	(    )	Yi Peng Lantern Festival	United States	(    )	Chinese New Year	Spain	(    )	Saint Patrick’s Day	30 minutes
Country		Celebration																												
Brazil	(    )	Oktober Festival																												
Germany	(    )	La Tomatina																												
China	(    )	Halloween																												
Ireland	(    )	Burning Man Festival																												
Thailand	(    )	Rio de Jainero Carnival																												
Italy	(    )	Yi Peng Lantern Festival																												
United States	(    )	Chinese New Year																												
Spain	(    )	Saint Patrick’s Day																												

Nevada, USA	( )	Holi
India	( )	Carnival in Venice

**Using**

Ls are given a handout to complete. It is based on the video about the 10 celebrations.

	How is it celebrated?
Oktober Festival	
La Tomatina	
Halloween	
Burning Man Festival	
Rio de Janeiro Carnival	
Yi Peng Lantern Festival	
Chinese New Year	
Saint Patrick's Day	
Holi	
Carnival in Venice	

**Elaborating**

T places some pictures around the room and outside it. Ls walk around in pairs to ask and answer the following questions. Learners have to write down the answers.

Questions:

What were people wearing?

What were people doing?

What were people eating?

L accepts or refuses invitations politely.	Sl.3. accept or refuse invitations politely.	<p><b><u>Interacting</u></b> T asks the questions orally for the learners to participate and report what they have written about the celebrations.</p> <p><b><u>Checking</u></b> T asks learners which celebrations they have been invited to.</p> <p><b><u>Planning</u></b> Ls sit down in pairs and the teacher gives a dialogue (there are four different situations) Dialogue is taken from <a href="https://www.youtube.com/watch?v=vz5bJoVFJMA">https://www.youtube.com/watch?v=vz5bJoVFJMA</a> In pairs, learners read the conversation given.</p> <p><b><u>Using</u></b> Ls practice the conversation as a role play.</p> <ul style="list-style-type: none"><li>- Pool party</li><li>- Invitation to dinner</li><li>- Invitation to an office party</li><li>- Waiting for an invitation</li></ul> <p><b><u>Elaborating</u></b> If it's necessary, learners can improve the dialogues by changing certain information and using their own.</p> <p><b><u>Interacting</u></b> Ls present the dialogues in front of the class.</p>	20 minutes															
writes short messages, for example to make or change an invitation or an appointment to meet on a holiday, a festival or a	W.1. write short messages, for example to make or change an invitation or an appointment to meet on a holiday, a	<p><b><u>Pre- writing</u></b> Ls complete the following chart by writing celebrations from Costa Rica and the world.</p> <table><tr><th>January</th><th>February</th><th>March</th><th>April</th><th>July</th><th>October</th><th>November</th><th>December</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p><b><u>Drafting</u></b> Ls are given two empty post cards which should be completed with information about a destination they went to.</p>		January	February	March	April	July	October	November	December							
January	February	March	April	July	October	November	December											

celebration.	festival or a celebration.	<div style="border: 1px solid black; padding: 10px; margin: 10px;"> <p><b>Destination:</b> _____</p> <p><b>Address:</b> _____</p> <p><b>Body:</b> _____</p> <p><i>Where you are? What you are doing? Where you are staying? What you already did? Something interesting about the event.</i></p> <p><b>Closing</b> (Sincerely)</p> </div> <p><b>Revising</b> Ls get in groups of four to check their post cards</p> <p><b>Editing</b> Ls correct the post cards and rewrite the information without mistakes.</p>	20 minutes
Integrated Mini-Project			Time
<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p>			<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>

<b>Reflective Teaching</b>			
What worked well	What didn't work well		How to improve
<b>Enduring Understanding Reflection</b> How well did the learners progress in their understanding of the Enduring Understanding?			
<b>Week Plan Self-Assessment</b>			
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)			
<b>Learner Self-Assessment</b>			
<b><i>I can...</i></b>	<b><i>Yes</i></b>	<b><i>In progress</i></b>	<b><i>No</i></b>
recognize main information in short audios.			
ask and answer questions about holidays and festivals in Latin America and around the World.			
accept or refuse invitations			
write short messages, for example to make or change an invitation or an appointment to meet on a holiday, a festival or a celebration.			
show how I have worked with others this week.			

## Resource Section

### MEMORY

GERMANY		OKTOBERFEST	CHINESE NEW YEAR	CHINA
	BRAZIL	CARNIVAL RIO DE JANEIRO	SAINT PATRICK'S DAY	IRELAND
YI PENG LANTERN FESTIVAL	THAILAND	HALLOWEEN	UNITED STATES	SPAIN
		LA TOMATINA	ITALY	
CARNIVAL IN VENICE	BURNING MAN FESTIVAL	NEVADA, UNITED STATES		
			HOLI	INDIA

**PICTURES**































**Didactic Planning**  
**Week # 3**

Level: 8 <sup>th</sup>		Unit: 3
<b>Domain: socio-transactional</b>	<b>Scenario:</b> Something to Celebrate!	<b>Theme: Let's celebrate: Holidays and Festivals around the World</b>
<b>Enduring Understanding:</b> Celebrations, festivals, and traditions reflect people's cultural identity. <b>Essential Question:</b> Why is it important to celebrate special dates?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p><b>Grammar &amp; Sentence Frames</b></p> <p><u>Simple Present</u>  <u>Information-Yes/no questions</u></p> <ul style="list-style-type: none"> <li>– People gather to celebrate.</li> <li>– Do you like Easter week?</li> <li>– How do people celebrate Christmas?</li> </ul> <p><u>Zero Conditional</u></p> <ul style="list-style-type: none"> <li>– If you go to a parade, bring comfortable clothes.</li> <li>– If you go to the festival, try new food.</li> <li>– If you go to the carnival, bring your camera</li> </ul> <p><b>Vocabulary</b>  <u>Let's celebrate:</u>  <u>Holidays around the world</u>            Carnival in Rio de Janeiro, Brazil, parade, samba, costumes, dance decorations, Chinese</p>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>– Describing the most important celebrations and festivals all around the world.</li> </ul> <p><b>Discourse Markers</b>  <u>Linkers: Sequential past time</u>            First, Then, After, Finally</p>	<p><b>Psychosocial</b></p> <ul style="list-style-type: none"> <li>– Respecting festivals, holidays and traditions of my country and others.</li> </ul> <p><u>Social Language Samples</u></p> <ul style="list-style-type: none"> <li>– "Enjoy the holidays!"</li> </ul> <p><b>Proverbs/Quotes</b></p>










New Year, China, play, costumes, fireworks. Yi Peng Lantern Festival, Thailand. Buddhist merit, floating lights, The Carnival of Venice, Italy, Venetian masks, carnival, theaters troupes. La Tomatina, Throw tomatoes, Christmas, New Year, Thanksgiving, Easter, Halloween.			
<b>Phonology</b> Practicing digraphs (th, sh, ph)			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
L discriminates a	R.2. follow a	<b>Pre-teaching</b> <b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.	5 minutes
		<b>Participating</b> <b>Warm up</b> Ls complete a crossword puzzle related to different festivals around the world.	7 minutes
		<b>Engaging</b> T asks learners to complete a page named "celebrations". Ls write down examples of celebrations around the world.	6 minutes
		<b>Introducing</b> T reviews some celebrations gotten from the pages.	3 minutes
		<b>Planning</b> <b>Pre- reading</b> Ls are given a page named "pre – reading activity" to guess a country. After that, T asks	4 minutes

set of clear-cut instructions (e.g., what to do if you attend a festival or celebration), especially if there are pictures.	set of clear-cut instructions (e.g., what to do if you attend a festival or celebration), especially if there are pictures.	learners to provide the name of a famous festival that country has annually. <i>Look at the pictures and write down the country they belong to.</i>							
		<table><tr><th>Events</th><td rowspan="3"><b>This country is</b>  <hr/>  <b>People like to celebrate</b>  <hr/></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td><td></td></tr></table>	Events	<b>This country is</b>  <hr/>  <b>People like to celebrate</b>  <hr/>					
Events	<b>This country is</b>  <hr/>  <b>People like to celebrate</b>  <hr/>								
									
									
									

20  
minutes

	<p><b><u>Reading first time</u></b></p> <p>T reads some facts about Rio de Janeiro. After that, learners are given some pictures they must number according to the reading sequence. If you are going to Rio de Janeiro, you can enjoy....</p> <table border="1"> <tr> <td>  <p>Sambadrome</p> </td> <td>  <p>5 days long</p> </td> <td>  </td> <td>  <p>Carnival Balls</p> </td> <td>  <p>Judges choose the best samba group</p> </td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	 <p>Sambadrome</p>	 <p>5 days long</p>		 <p>Carnival Balls</p>	 <p>Judges choose the best samba group</p>						
 <p>Sambadrome</p>	 <p>5 days long</p>		 <p>Carnival Balls</p>	 <p>Judges choose the best samba group</p>								
	<p><b><u>Pair feedback</u></b></p> <p>Ls work in pairs to check their answer.</p> <p><b><u>Reading for second time</u></b></p> <p>Ls are given some questions they have to answer.</p> <ol style="list-style-type: none"> <li>1. When do people celebrate the carnival?</li> <li>2. What are three activities you can enjoy if you go to Rio de Janeiro?</li> <li>3. Where does the Carnival Ball take place?</li> <li>4. How does the Sambadrome finish?</li> </ol> <p><b><u>Post reading</u></b></p> <p>Ls check their answers. After that, T asks learners to describe some words: samba, parade, balls, costumes, week-long. Also, T asks learners to describe the Rio carnival and a Costa Rica carnival.</p> <p><b><u>Pre-reading</u></b></p>											

L distinguishes chronological order within special sentence structures.	R.3. understand chronological order within special sentence structures using linkers: sequential past time	<p>T projects an image about funny names based on Saint Patrick. Individually, Ls say their new names. T asks learners to provide information about Saint Patrick's Day.</p> <p><b><u>Reading for first time</u></b></p> <p>Ls are given a page about Saint Patrick's Day. Based on that reading, learners should match the following information by writing down the correct letter in each parenthesis.</p> <p><i>Matching</i></p> <table><tr><td>On March 17<sup>th</sup> _____</td><td>(      )</td><td>a. People started to dye Chicago's river.</td></tr><tr><td>The first Saint Patrick's parade was _____</td><td>(      )</td><td>b. Residents from USA claimed their Irish legacy.</td></tr><tr><td>The clover represents _____</td><td>(      )</td><td>c. in New York city</td></tr><tr><td>Since 1962 _____</td><td>(      )</td><td>d. cabbage and corn beef</td></tr><tr><td>Then, in 2007 _____</td><td>(      )</td><td>e. are symbols of this celebration.</td></tr><tr><td>People usually eat _____</td><td>(      )</td><td>f. People celebrate Saint Patrick's Day.</td></tr><tr><td>Finally, leprechauns</td><td>(      )</td><td>g. The Trinity (Father, Son, Holy Spirit)</td></tr></table> <p><b><u>Pair feedback</u></b></p> <p>Ls work in pairs to check their answer.</p> <p><b><u>Reading for second time</u></b></p> <p>Ls read the information again. After that, they have to complete the following gaps. First, Saint Patrick began as a _____. Saint Patrick used to have a _____ to explain the trinity.</p>	On March 17 <sup>th</sup> _____	(      )	a. People started to dye Chicago's river.	The first Saint Patrick's parade was _____	(      )	b. Residents from USA claimed their Irish legacy.	The clover represents _____	(      )	c. in New York city	Since 1962 _____	(      )	d. cabbage and corn beef	Then, in 2007 _____	(      )	e. are symbols of this celebration.	People usually eat _____	(      )	f. People celebrate Saint Patrick's Day.	Finally, leprechauns	(      )	g. The Trinity (Father, Son, Holy Spirit)	30 minutes
On March 17 <sup>th</sup> _____	(      )	a. People started to dye Chicago's river.																						
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People usually eat _____	(      )	f. People celebrate Saint Patrick's Day.																						
Finally, leprechauns	(      )	g. The Trinity (Father, Son, Holy Spirit)																						


L asks and answers about holidays and festivals in Latin America and around the World.	Sl.2. ask and answer about holidays and festivals in Costa Rica, Latin America and around the World.	<p>Then, in 1762 Americans started to celebrate with _____. After that, in 1962, people dyed the river with a _____ color. Later, in 2007 Americans claimed their _____ ancestry. Finally, people usually eat _____ and _____.</p> <p><b><u>Post reading</u></b></p> <p>T asks learners to read aloud their answers. T asks learners about the importance of celebrating Saint Patrick’s Day.</p> <p><b><u>Checking</u></b></p> <p>T asks learners to mention celebrations, holidays or festivals around the world they would like to participate in.</p> <p><b><u>Planning</u></b></p> <p>Ls are given a chart they have to complete based on their preferences.</p> <table><tr><td></td><td>Country _____</td><td>celebration _____</td></tr><tr><td></td><td>Country _____</td><td>celebration _____</td></tr><tr><td></td><td>Country _____</td><td>celebration _____</td></tr></table> <p><b><u>Using</u></b></p> <p>Ls choose one of the options from the chart to present the following conversation.</p> <p>A. Hello _____. Where are you going this time? B. Hi. I am going to ____ (country) to enjoy ____ (festival/celebration). A. Why do you like it?</p>		Country _____	celebration _____		Country _____	celebration _____		Country _____	celebration _____	30 minutes
	Country _____	celebration _____										
	Country _____	celebration _____										
	Country _____	celebration _____										

<p>: L describes holidays, celebrations and festivals in general.</p>	<p>SP.1. describe a holiday, celebration and festival in a short presentation, prepared in advance but not read, in pair-share or small group.</p>	<p>B. It's because _____ (reason). A. When is your travel? B. It's on _____ (date). A. Oh! What a nice experience. B. Yes, I think it will be the best.</p> <p><b><u>Elaborating</u></b> Ls should answer the following questions based on the previous answers. 1. Where/when does the celebration take place? 2. Why would you like to participate in it? 3. What would be your first activity? 4. What would you do after participating in the celebration/holiday/festival? 5. What would you like to do on your last day staying there?</p> <p><b><u>Interacting</u></b> In pairs, learners share the answers gathered from the previous activity.</p> <p><b><u>Task: Describing holidays/celebrations and festivals</u></b></p> <p><b><u>Planning</u></b> T lists some festivals around the world. In pairs, learners have to choose one to investigate. T is given a word document named "Festivals around the world" to get information about those festivals.</p> <p>Lists of festivals: ✓Wakakusa Yamayaki Festival ✓Sundance Film Festival ✓Venice Carnival ✓Mardi Grass ✓Holi ✓SXSW ✓King Day</p>	<p>30 minutes</p>
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- ✓ Snowbombing
- ✓ Songkran
- ✓ Stars of the White night
- ✓ Tomorrowland
- ✓ Edinburgh Fringe
- ✓ La Tomatina
- ✓ Oktoberfest
- ✓ Diwali

In pairs, learners are given the following chart. Ls have to complete it based on a festival.

_____ <b>FESTIVAL</b>			
[Image]			
<i>When is it?</i>	<i>Where is it?</i>	<i>What do people do?</i>	<i>Why is it important?</i>
<b>Example:</b>			
<b>WAKAKUSA YAMAYAKI FESTIVAL</b>			

						
		<i>When is it?</i>	<i>Where is it?</i>	<i>What do people do?</i>	<i>Why is it important?</i>	
		<p><b><u>Organizing</u></b> In pairs, learners prepare a presentation to expose the information they got.</p> <p><b><u>Rehearsing</u></b> Ls practice their presentation.</p> <p><b><u>Producing</u></b> Ls present the information in front of the class</p>				
<b>Integrated Mini-Project</b>						<b>Time</b>
Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.						Adjust previous times listed above to allow 5 min each week.
Thinking for planning: (5 or 10 minutes in week 3 or 4)						Group presentations can be week 5 or 6.
<b>Reflective Teaching</b>						
What worked well		What didn't work well				How to

		improve																												
<p align="center"><b>Enduring Understanding Reflection</b></p> <p align="center">How well did the learners progress in their understanding of the Enduring Understanding?</p>																														
<p align="center"><b>Week Plan Self-Assessment</b></p>																														
<p>At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)</p> <table border="1"> <thead> <tr> <th align="center" colspan="4"><i><b>Learner Self-Assessment</b></i></th> </tr> <tr> <th align="center"><i><b>I can...</b></i></th> <th align="center"><i><b>Yes</b></i></th> <th align="center"><i><b>In progress</b></i></th> <th align="center"><i><b>No</b></i></th> </tr> </thead> <tbody> <tr> <td>discriminate instructions especially if there are pictures.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>distinguish chronological order within special sentence structures.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ask and answer questions about holidays and festivals in Latin America and around the World.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>describe holidays, celebrations and festivals.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>show how I have worked with others this week.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			<i><b>Learner Self-Assessment</b></i>				<i><b>I can...</b></i>	<i><b>Yes</b></i>	<i><b>In progress</b></i>	<i><b>No</b></i>	discriminate instructions especially if there are pictures.				distinguish chronological order within special sentence structures.				ask and answer questions about holidays and festivals in Latin America and around the World.				describe holidays, celebrations and festivals.				show how I have worked with others this week.			
<i><b>Learner Self-Assessment</b></i>																														
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describe holidays, celebrations and festivals.																														
show how I have worked with others this week.																														

## Didactic Planning Week # 4

Level: 8 <sup>th</sup>		Unit: 3
<b>Domain: socio-transactional</b>	<b>Scenario:</b> Something to Celebrate!	<b>Theme: A holiday to remember: One of my favorites</b>
<b>Enduring Understanding:</b> Celebrations, festivals and traditions reflect people's cultural identity. <b>Essential Question:</b> Why is it important to celebrate special dates?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frames</b> <u>Simple Past Yes/No and Information Questions</u> – What did you do on your last holiday celebration? – I gathered with my family. – Did you enjoy it? – Yes, I did. <u>Simple Past (was-were)</u> – Who was at the festival? – Were you at the festival? – Yes, I was.  <b>Vocabulary</b> Recycle vocabulary from previous weeks. <b>Phonology</b> Review	<b>Function</b> – Describing my favorite holiday celebration or festival.  <b>Discourse Markers</b> <u>Linkers: Sequential past time</u> First, Then, After, Finally	<b>Psychosocial</b>  <b>Proverbs/Quotes</b> – The more you praise and celebrate your life, the more there is in life to celebrate. – Oprah Winfrey  <u>Social Language Samples</u> – “Let’s party tonight!”

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)						
L distinguishes	L.2. understand	<b>Pre-teaching</b> <b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.							
		<b>Participating</b>  <b>Warm up</b> T shows the pictures to ask the Ls if they know the product or the service. Tell some extra information. Emphasize on pronunciation and repetition of the things they see in the pictures.	5 minutes						
		<b>Engaging</b> T encourages students to tell orally where they can get those products or services. For example: the TV, at appliance store , at supermarket , etc.	5 minutes						
		<b>Introducing</b> T divides the board into two columns. Then shows the pictures of goods and services to clarify the concept of both terms. Ls guess if the product shown is a good or a service.	10 minutes						
		<table border="1"><tr><td><b>GOODS</b></td><td><b>SERVICES</b></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	<b>GOODS</b>	<b>SERVICES</b>					
<b>GOODS</b>	<b>SERVICES</b>								
		<b>Planning</b>  <b>Pre- listening</b> Explain to the Ls many people like to rent DVDs or videos for entertainment. Others like to buy	20						

specific details in an audio advertisement if it is delivered clearly and concerns a product and/or service of interest to the student.	specific details in an audio advertisement if it is delivered clearly and related to his/her interest	<p>DVDs either at a store or online. Ask Ls to write down as many types of movies that you can. Discuss your preferences for each type of movie (e.g., <i>love, like don't like, can't stand, hate</i>)</p> <p><b><u>Listening for the first time</u></b></p> <p>T gives a set of red and green cards to each student. One of each color by student. And asks Ls to pay attention if the woman likes or dislikes the types of movies.</p> <p>Ls listen to the audio <a href="http://www.esl-lab.com/like1/like1.htm">http://www.esl-lab.com/like1/like1.htm</a></p> <p>Teacher will ask while Ls show the red card for dislike and the green card for like.</p> <p>Action:</p> <p><input type="radio"/> A. like</p> <p><input checked="" type="radio"/> B. Dislike</p> <p>2. Comedies:</p> <p><input type="radio"/> A. like</p> <p><input type="radio"/> B. dislike</p> <p>3. Horror:</p> <p><input type="radio"/> A. like</p> <p><input type="radio"/> B. dislike</p> <p>4. Love:</p> <p><input type="radio"/> A. like</p> <p><input type="radio"/> B. dislike</p> <p>5. Foreign:</p>	minutes
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A. like



B. dislike

**Pair/Group feedback**

T writes down the following scramble statements on the board. Ls sit down in pairs and rewrite them based on what they have heard.

- 1) kind/what/movies/like/you/of
- 2) like/comedies/you/do
- 3) violence/too/much
- 4) movies/she/about/action/is/crazy
- 5) foreign/like/films/I/really

**Listening for the second time**

Ls listen to the audio again to check.

**Post-listening**

T gives a copy of the script with blank to complete. Check it orally.

**Man:** Hey, Kathy. I'm <sup>(1)</sup>  about renting a movie for tonight's party, and I want to <sup>(2)</sup>  what kind of movies you like.

**Woman:** Okay. What kind of movies do you have in mind?

**Man:** Well, what about <sup>(3)</sup>  movies?

<p>L recognizes the gist of overheard conversations generally.</p>	<p>L.3. understand the gist of overheard conversations generally</p>	<p><b>Woman:</b> Ah, I don't really like action movies. Too much (4) <input type="text"/>.</p> <p><b>Man:</b> Okay, do you like comedies?</p> <p><b>Woman:</b> Now, I do (5) <input type="text"/> comedies.</p> <p><b>Man:</b> Fine. Well, what do you think of (6) <input type="text"/> movies or love stories?</p> <p><b>Woman:</b> Uh . . . I'm not really (7) <input type="text"/> about horror movies, but love stories are (8) <input type="text"/> fun to watch. Oh, and I really like (9) <input type="text"/> films, too.</p> <p><b>Man:</b> Okay. I'll go to the video store and see what I can (10) <input type="text"/>. Thanks</p> <p><b><u>Pre- listening</u></b> Using flashcards or a PP presentation the teacher recalls Costa Rican holidays and celebrations making the difference between what's a holiday and what's a celebration.</p> <p><b><u>Listening for the first time</u></b> The teacher will play the following video and tell the students it's a video about an American giving an opinion about Costa Rican Holidays. <a href="https://www.youtube.com/watch?v=e4xlXt6asQ">https://www.youtube.com/watch?v=e4xlXt6asQ</a> After the video was played, brainstorm some vocabulary they heard from the American.</p> <p><b><u>Pair/Group feedback</u></b></p>	<p>30 minutes</p>
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<p>writes a text message or a postcard/e-postcard to friends to give news about</p>	<p>W.2. write a text message or a postcard/e-postcard to friends to give</p>	<p>T gives a sheet of paper with the following statements from the video. The statements must be disorganized. Ask the Ls to sit in pairs and read aloud the options first and they will see the video again to assign the correct order by using numbers from 1 to 8</p> <p>Sentences (answer key):</p> <ol style="list-style-type: none"> <li>1)At midnight they open gifts and there are fireworks.</li> <li>2)For us, in the States, it's a very quiet time.</li> <li>3)Christmas Day everybody is just sleeping on or at the beaches.</li> <li>4)My feeling of calm is destroyed with the noise.</li> <li>5)There are many Christmas decorations.</li> <li>6)New Year's Day is like Christmas - lots of fire works.</li> <li>7)On September 15, there are a lot of parades.</li> <li>8)They don't celebrate Halloween.</li> </ol> <p><b><u>Listening for the second time</u></b></p> <p>Ls watch the video again to correct the mistakes if they have made them</p> <p><b><u>Post-listening</u></b></p> <p>T checks the answers orally to let the Ls report and self-assess their answers and the order or the opinions.</p> <p><b>Written Production</b>  <b><u>Pre-writing</u></b></p> <p>T explains what a postcard is by showing a real post card or several of them with text on them.  T writes on the board the following questions:</p> <ul style="list-style-type: none"> <li>- The place you stayed for that holiday, celebration or festival.</li> <li>- Food you ate</li> </ul>	
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holidays, festivals or celebrations, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).	news about holidays, festivals or celebrations, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).	<ul style="list-style-type: none"> <li>- Customs you experienced</li> <li>- People you met</li> <li>- Activities you did</li> <li>- Best and worst moments</li> </ul> <p>T explains by using an example of a holiday the Ls will not use. Can be by drawing a post card on the board and complete it with the ideas or with a previously made postcard you can project.</p> <p><b><u>Drafting</u></b></p> <p>Ask the Ls to write on a paper a draft of their postcard following the same order of ideas written on the board/displayed.</p> <p><b><u>Revising</u></b></p> <p>T will be passing one by one trying to advise and guide Ls to self-correct the mistakes.</p> <p><b><u>Editing</u></b></p> <p>T will distribute the postcard template to the Ls. They were previously asked to choose a holiday, celebration or festival and looked-for images related to it. So, they can customize their own postcard</p> <p><b><u>Publishing</u></b></p> <p>Ls will write their postcards with no mistakes to deliver to the teacher.</p> <p><b>Option:</b> if possible find people who speak English to deliver the post cards to and ask them to write them back.</p> <p><b>Spoken Production</b></p> <p><b><u>Planning</u></b></p> <p><b><u>Organizing</u></b></p> <p>T will distribute descriptions of different celebrations, holidays or festivals to each pair of students.</p>	30 minutes
describes a holiday,	SP.1. describe		

celebration and festival in a short presentation, prepared in advance but not read, in pair-share or small group.	a holiday, celebration and festival in a short presentation, prepared in advance but not read, in pair-share or small group.	Ask the Ls to prepare a presentation based on the main points they can take out from the information given. They must go home and manage the information of those points. <u><b>Rehearsing</b></u> Ls will rehearse at home to be prepared to come to school with a set of 5 flashcards. <u><b>Producing</b></u> Each group will have a moment to present the information to the whole class using or pointing to the flashcards previously made.	30 minutes
Integrated Mini-Project			Time
Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.  <b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)			Adjust previous times listed above to allow 5 min each week.  Group presentations can be week 5 or 6.
Reflective Teaching			
What worked well	What didn't work well		How to improve
Enduring Understanding Reflection			
How well did the learners progress in their understanding of the Enduring Understanding?			
Week Plan Self-Assessment			
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls'			

understanding.)

<i>Learner Self-Assessment</i>			
<i>I can...</i>	<i>Yes</i>	<i>In progress</i>	<i>No</i>
distinguish specific details in an audio advertisement if it is delivered clearly			
recognize the gist of overheard conversations generally.			
write a text message or a postcard/e-postcard to friends to give news about holidays, festivals or celebrations,			
check written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).			
describe a holiday, celebration and festival in a short presentation, prepared in advance but not read, in pair-share or small group.			
show how I have worked with others this week.			

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

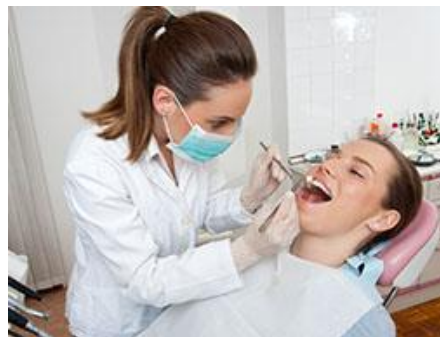
Level: 8 <sup>th</sup>		Unit 3: Something to Celebrate!	
<b>Enduring Understanding:</b> Celebrations, festivals and traditions reflect people’s cultural identity. <b>Essential Question:</b> Why is it important to celebrate special dates?			
Learn to Know		Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frame</b> <input type="checkbox"/> Did Ls use all sentence frames?  <b>Vocabulary</b> <input type="checkbox"/> Did Ls say aloud and write all vocabulary?  <b>Phonology</b> <input type="checkbox"/> Did Ls recognize, articulate and produce phonological sounds?		<b>Function</b> <input type="checkbox"/> Did Ls use all functions?  <b>Discourse Markers</b> <input type="checkbox"/> Did Ls practice connecting words: and, but, because?	<b>Psychosocial</b> Did Ls show evidence of ... <input type="checkbox"/> Being aware and committed to protecting the environment <input type="checkbox"/> Appreciating natural wonders  <b>Sociocultural</b> <input type="checkbox"/> Did Ls practice idioms and quotes?
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	
		Time	
<input type="checkbox"/> Did Ls achieve all learning	<input type="checkbox"/> Can Ls do all tasks?	<b>Oral Comprehension:</b> Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening <b>Written Comprehension:</b> Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading <b>Spoken Interaction/Production:</b> Planning; Organizing; Rehearsing; Using/Describing <b>Written Production:</b> Pre-writing; Drafting; Revising; Editing  Referencing notes from formative assessments throughout the weeks, repeat activities to	Total: 120 min (3 lessons)  All of week 5 or 6

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

## Resource Section

### Listening 1



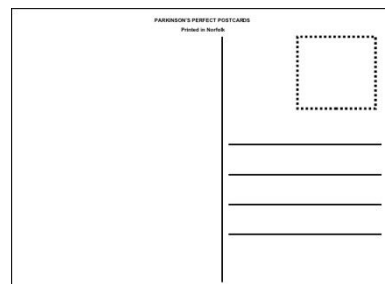
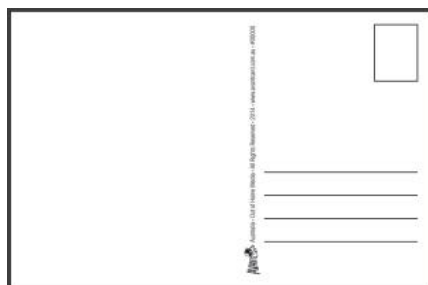
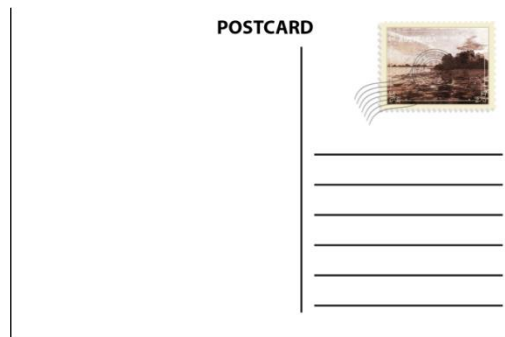
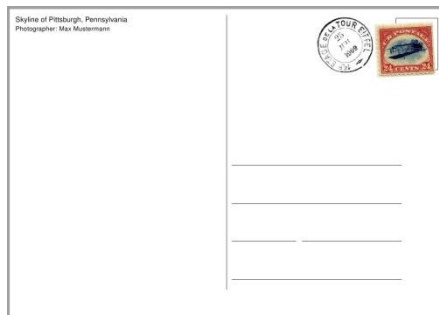


**Listening 2**





## Postcard Templates



## Holidays/Festivals/Celebrations descriptions week 4

### Mardi Gras

#### **The feast before the fast**

**by Holly Hartman and Chris Frantz**

"Mardi Gras" means "Fat Tuesday." Traditionally, it is the last day for Catholics to indulge—and often overindulge—before Ash Wednesday starts the sober weeks of fasting that come with Lent. Formally known as Shrove Tuesday, Mardi Gras has long been a time of extravagant fun for European Christians. In fact, some people think Mardi Gras celebrations have their source in the wild springtime orgies of the ancient Romans.

In the United States, Mardi Gras draws millions of fun-seekers to New Orleans every year. Mardi Gras has been celebrated in New Orleans on a grand scale, with masked balls and colorful parades, since French settlers arrived in the early 1700s. Hidden behind masks, people behaved so raucously that for decades in the early 19th century masks were deemed illegal in that party-loving city.

#### **Masks, Music, and Mayhem**

French royals, feather-covered showgirls, Energizer bunnies, painted clowns, masked lions—you can find them all (and countless others) in the streets of New Orleans at Mardi Gras. By dawn on that most famous Tuesday, people have claimed the best spots on the streets to watch fabulous floats, outrageous performers, and visiting celebrities go by. Many travel hundreds of miles to be a part of the excitement.

Marching bands, some of them founded more than a century ago, also take to the streets with music and festive dress. They open the day by spreading jazz music through the city before the more than 350 floats and 15,000 costumed paraders take over the scene. Crazy costumes and wild make-up are the order of the day for paraders and parade-watchers alike. The most lavish get-ups can be seen at the cross-dressing beauty pageants in the French Quarter, where bawdy costuming may reach new heights (over seven feet, in heels).

**Krewes: New Orleans Royalty**

Mardi Gras has long combined wild street activities open to everyone with events organized by private clubs known as krewes. Today, thousands of people belong to about 60 krewes that plan the parades and balls of New Orleans' Mardi Gras. The oldest krewe, the Krewe of [Comus](#), was founded in 1857 by men who feared the outrageous antics of Mardi Gras would lead to the holiday being outlawed. They hoped that secret societies could keep the celebrations alive. The Krewe of Comus withdrew from the parade schedule in 1992 when it refused to sign an ordinance prohibiting racial discrimination.

In 1872 the Russian grand duke Alexis [Romanoff](#) visited New Orleans at Mardi Gras. A group of businessmen organized the Krewe of Rex to host a parade for the occasion, and appointed a "king for the day" so that the grand duke could have a royal reception. Naming kings and queens at Mardi Gras balls has been a tradition of the krewes ever since. Another tradition began with that royal visit: the Romanoff house colors—purple for justice, green for faith, and gold for power—became the official colors of Mardi Gras.

#### Catch as Catch Can

The millions of colorful beaded necklaces thrown from floats are the most visible symbols and souvenirs of Mardi Gras. In addition, millions of cups and toy coins known as "[doubloons](#)" are decorated with krewe logos and thrown to parade-watchers. Some "throws" are especially prized: only the luckiest folks manage to take home the hand-decorated coconuts from the Krewe of Zulu.

People do outrageous things to catch the most throws. Some dress as priests, hoping the many Catholics on the floats will shower them with goodies. Others dress their children in eye-catching costumes and seat them, holding baskets to catch the loot, on ladders that tower over the crowds. Others give up on the costume ploy altogether, finding that taking clothes *off* can be the quickest attention-getter.

#### After Katrina

[Hurricane Katrina](#) slammed into New Orleans at the end of August 2005, but within a few months the city decided that Mardi Gras would go on. Many of the krewes had safely stored their parade floats before the hurricane. Some of the most popular parade routes, including St. Charles and Magazine Streets, were spared in the storm. For after-parade decadence, the French Quarter also emerged relatively unscathed.

## Zapote Festival

Posted on March 4, 2013 By [AnnaFestivals](#)

Enduring the festive mood of Christmas and New Year's celebrations, Zapote festival follows the Festival of Lights from the 25<sup>th</sup> of December till the New Year's Eve. When in a mood for a matchless celebratory and flamboyant festive break, the sultry Christmas in the tropics of Costa Rica is the recommended destination.

Las Fiesta de Zapote, the festival of Zapote is a holiday that marks the end of the year in true Costa Rican fashion. Scarcity of pine trees does not stop its locals from decorating their city. The Festival of Lights leaves behind all the Cyprus trees with attractive décor, flashy luminosities and Christmas portals. These portals display the birth of Jesus Christ and they are artfully dangling from the trees or garnishing the homes of the natives.

The festival opens on the 25<sup>th</sup> around 3pm in the afternoon, and soon enough over a million people swarm into the city. True to its expectation, Zapote transforms itself into a magnificent fiesta within minutes. It makes way for the horse parades where the largest of the herds march down the streets of the city. This exhibition of Topes is a tradition ongoing since the colonial times and still is regarded as an awe inspiring performance. However, the major attraction that makes this carnival one of its kinds is its bull fights. Unlike the ones in Spain, in these bullfights the bulls are not harmed and they actually stand a chance. It's an amusing show of people mostly gutsy men, and a few women who get into the circle and annoy the bull, a pull of tail here and a spank on the body there just to get the bull's attention and then a run to avoid his furious retort.

The fairground covers a large expanse and is scattered with joyous rides and a variety of snack stalls for the folks. The rides are fit for the fittest and they include pirate ship, bumper cars, roller coasters and a terrifying spinning ride called the Tagada. When it comes to food, the pupusas and churros are clear favorites. Pupusas are delicious corn pouches of meat with coleslaw and cheese melted on top, trying them is sure to become one of your memorable moments of the holiday. When craving for sweet, make sure to

get your hands on churros, the deep fried pastry rolled in sugar and cream. And finally, the bars and the turned up sound of groovy Latino music will create the perfect ambiance for the festival.

Other fascinating attractions include the snake shows where snakes like corals, pythons, anacondas and vipers are put for a show. Also, the endless party rockers can go clubbing and dancing into the night.

Apart from all the festivity, the festival is monitored under an excellent security operation. Officers of public force are stationed at entrances and exits, inspecting visitors in order to prevent any accidents. Medical aid is available during the bullfight and it specializes in bandaging nasty cuts or broken bones that may happen during them.

A taxi ride from downtown San Jose, will take you to Zapote in a short amount of time. The festival centers itself in the main market place and branches out into the city. So, this Christmas when you are fed up of a roasted dinner and cold environment pack your bags and head for an exciting and unforgettable holiday in Costa Rica!

#### Halloween in the United States

*Many Americans celebrate Halloween on October 31. Celebrations include costume parties and trick-or-treating.*

#### **What Do People Do?**

Halloween is usually celebrated amongst family, friends and, sometimes, co-workers. However, some areas hold large community events. Parties and other events may be planned on October 31 or in the weekends before and after this date. Adults may celebrate by watching horror films, holding costume parties or creating haunted houses or graveyards.

Many children dress up in fancy costumes and visit other homes in the neighborhood. At each house, they demand sweets, snacks or a small gift. If they do not get this, they threaten to do some harm to the inhabitants of the house. This is known as playing 'trick-or-treat' and is supposed to happen in a friendly spirit, with no nasty or mean tricks being carried out. However, if your children take part, it is important to accompany them and to check their 'treats' to make sure they are safe to eat or play with.

Some families carve lanterns with 'scary' faces out of pumpkins or other vegetables or decorate their homes and gardens in Halloween style. These were traditionally intended to ward off evil spirits. If you are at home on Halloween, it is a good idea to have a bowl of small presents or sweets to offer to anyone who knocks on your door. This will help you to please the little spirits in your neighborhood!

One cause that ties with Halloween is collecting donations for the United Nations International Children's Emergency Fund (UNICEF). As children trick-or-treat on Halloween night, some of them might carry small cardboard boxes with the UNICEF logo on them and collect coins instead of the usual candy. The money collected is then given to UNICEF and used to help needy children worldwide.

### **Public Life**

**Halloween is not an official holiday. Government offices and businesses are open as usual and public transit services run on regular schedules. If you drive around in late afternoon or evening, it is important to keep a careful lookout for children who are unaccustomed to being out on the street after dark. If they are wearing dark costumes or masks, they may be less easy to see than normal. They may also be excited and dart out unexpectedly from between vehicles or behind bushes.**

### **Background**

**Halloween originated as a pagan festival in parts of Northern Europe, particularly around what is now the United Kingdom. Many European cultural traditions hold that Halloween is a time when magic is most potent and spirits can make contact with the physical world. In Christian times, it became a celebration of the evening before All Saints' Day. Immigrants from Scotland and Ireland brought the holiday to the United States.**

**The commercialization of Halloween started in the 1900s, when postcards and die-cut paper decorations were produced. Halloween costumes started to appear in stores in the 1930s and the custom of 'trick-or-treat' appeared in the 1950s. The types of products available in Halloween style increased with time. Now Halloween is a very profitable holiday for the manufacturers of costumes, yard decorations and candy.**

### **Symbols**

**There are various symbols associated with Halloween. These include the spooks, ghosts and walking skeletons that represent the contact between the spiritual and physical world and between the living and the dead. Human figures that are often represented on Halloween are witches and wizards, who are seen to have the power to contact the spirit world.**

Bats, black cats and spiders are often connected with this holiday. These animals are associated with the night and darkness and often accompany witches and wizards.

There are also a range of objects associated with Halloween. These include blood, fire, gravestones, pumpkins, bones and skulls. They all have connections with death, the spirit world or protecting property from evil spirits. Many of these objects are now available in stores as decorations for the Halloween season.

### **Easter Day**

Easter Sunday is one of the most festive events among Christians worldwide. It commemorates Jesus Christ's resurrection from death, as written in the Christian bible.

### **What Do People Do?**

Many Christians worldwide celebrate Easter with special church services, music, candlelight, flowers and the ringing of church bells. Easter processions are held in some countries such as the Philippines and Spain. Many Christians view Easter as the greatest feast of the Church year. It is a day of joy and celebration to commemorate that Jesus Christ is risen, according to Christian belief.

Many towns and villages in Italy have sacred dramas about the episodes of the Easter story – these are held in the piazzas on Easter Day. Pastries called corona di nove are baked in the form of a crown. Other traditional foods include capretto (lamb) and agnello (kid/goat). Easter in Poland is celebrated with family meals that include ham, sausages, salads, babka (a Polish cake) and mazurka, or sweet cakes filled with nuts, fruit and honey.

Although Easter maintains great religious significance, many children in countries such as Australia, Canada, the United States and the United Kingdom, think of it as a time to get new spring clothes, to decorate eggs and to participate in Easter egg hunts where eggs are hidden by the Easter Bunny. Some children receive Easter baskets full of candy, snacks, and presents around this time of the year.

### **Public Life**

Easter Sunday falls on a Sunday, which is a non-working day in countries such as Australia, Canada, the United Kingdom and the United States. Government offices and schools are closed in countries where Sunday is a non-working day, and business activities are limited.

In countries where Sunday is a non-working day, transport schedules may be limited or operate on a different schedule to that of the working week, so those intending on travelling via public transport may need to check their schedules ahead of time.

### **Background**

Many Christians celebrate Easter Sunday as the day of Jesus Christ's resurrection, which is written in the New Testament of the Christian bible. According to the Gospel of John in the New Testament, Mary Magdalene came to the tomb where Jesus was buried and found it empty. An angel told her that Jesus had risen. Christians worldwide have celebrated Easter for centuries.

However, the roots of the Easter holiday's traditions and activities can be traced back to pagan celebrations. The name Easter is believed to come from Eostara, the goddess of rebirth. In early times the Feast of Eostara celebrated earth's resurrection and rebirth. Strict Puritans would have nothing to do with Easter – it was merely a human institution – in the past. Charles I, king of England, declared the day as scriptural as Sunday in 1647 but Parliament contradicted him in print and abolished it with other church festivals.

The Easter date depends on the ecclesiastical approximation of the March equinox. In 325CE the Council of Nicaea decided that the Easter date would be the first Sunday after the first full moon occurring on or after the March equinox. Easter is therefore delayed one week if the full moon is on Sunday, which lessens the likelihood of it falling on the same day as the Jewish Passover. Eastern Orthodox churches in many countries such as Greece still figure their Easter date based on the Julian calendar.

### **Symbols**

Easter eggs and the Easter Bunny are both fertility symbols, holdovers from the feast of Eostara. Other symbolic parallels include the pagan joy in the rising sun of spring, which coincides with Christians' joy in the rising Son of God, and the lighting of candles in churches, which corresponds to the pagan bonfires. The symbol of the cross and images of Jesus Christ, through paintings or statues, are remembered on Easter Day.

### **Thanksgiving**

#### **What is Thanksgiving Day?**

Thanksgiving Day is a day set aside each year where people in the United States and Canada give thanks to God for all the blessings they received during the year by feasting and prayer.

### **History of Thanksgiving**

**Thanksgiving Day first started in New England. It was for thanking God for the abundant harvest of crops. This is usually somewhere in late fall when the crops have been harvested. People from many parts of the world have been holding some kind of harvest festivals for thousands of years. They just called it by different names, for example :**

**U.K. - Harvest Festival UK**

**China - mid-autumn festival**

**Korea - Chu Suk, or also known as the Harvest Moon Festival.**

**India - Indian Harvest Festival (find out what it's called)**

**American Thanksgiving Day is probably a harvest festival at the beginning too. The first Thanksgiving Day in America was on December 4, 1619. At that time, it was a fully religious thing. A group of 38 English settlers arrived at Berkeley Plantation via the James river (near Charles City, Va) on December 4, 1619 and their charter required that the day of their arrival be observed yearly as a day of thanksgiving to God.**

**In New England, the first Thanksgiving Day was celebrated in Plymouth in 1621 by the Pilgrims together with 91 Indians. The Pilgrims first set foot at Plymouth Rock on December 11, 1620. The first winter in Massachusetts was really bad and 46 out of the original 102 Pilgrims died. It is believed that the Indians helped the Pilgrims through that difficult period and without them, the Pilgrims would not have survived.**

**In the following Spring of 1621, Samoset of the Wampanoag Tribe and Squanto of the Patuxet tribe, taught the survivors how to plant corn or maize and how to catch alewives, a kind of fish to be used as a fertilizer for growing pumpkins, beans, peas and other crops. These two braves also taught the Pilgrims the art of hunting and angling. Things got better in 1621 when the corn and pumpkin harvest was bountiful. Governor William Bradford made arrangements to celebrate the bountiful harvest and to recognise the help given to the colonists by the Indians with a feast. The feast was more of an English Harvest festival celebration and it lasted for three days. Governor William Bradford sent four men out "fowling" after ducks and geese but it is not very sure if it included the turkey. The Pilgrims used to call any type of wild fowl, turkey. Unfortunately, this celebration was not repeated for many years.**

**In June 20, 1676, the governing council of Charlestown and Massachusetts held a meeting and by a unanimous vote, they instructed Edward Rawson, the clerk, to proclaim June 29 as a Thanksgiving Day. The Indians were not included this time as the celebration was more about the Pilgrims' recent victory over the natives.**

This custom soon spread from Plymouth to other New England colonies. In October 1777, all the 13 colonies joined in a thanksgiving celebration. This thanksgiving celebration was to commemorate the victory over the British at the Battle of Saratoga during the Revolutionary war. Eight days of thanksgiving was observed. This celebration was not repeated. In 1789, President George Washington issued a general proclamation naming November 26 a day of National Thanksgiving. Some were opposed to it as many felt it was not right to celebrate when there were hardships among some pilgrims.

At the same time that year, the Protestant Episcopal Church announced that the first Thursday in November would be set aside yearly for giving thanks. However, it was only in 1830 when New York had an official state Thanksgiving Day that other Northern states soon followed. Virginia, in 1855, became the first southern state to adopt this custom.

How did Thanksgiving Day became a holiday?

During the 1800s, a famous editor of the Ladies' Magazine and Godey's Lady's Book by the name of Sarah Josepha Hale (author of "Mary had a little lamb") worked many years to promote the idea of a National Thanksgiving Day. She was credited for persuading President Abraham Lincoln to declare Thanksgiving a national holiday. Abraham Lincoln proclaimed the last Thursday in November 1863 as "A day of thanksgiving and praise to our beneficent Father." However, in 1939, President Franklin D. Roosevelt changed it to one week earlier. This was to help businesses by lengthening the shopping period before Christmas. There was an uproar and it was changed back to its original date two years later. Then, Congress changed it again after 1941 to the fourth Thursday of November and it would be a legal federal holiday. Today, Thanksgiving Day is usually a family reunion dinner celebration. Roast turkey is a favorite dish on this day. The Christians also attend church services and pray, thanking God for all the blessings for the year.

Thanksgiving Dinner

Traditional thanksgiving dinners those days usually includes turkeys cranberries, fish, dried fruit, clams, venison, plums and lobsters. Modern times thanksgiving dinners include the pumpkin pie.

## **TOMORROWLAND**

Tomorrowland is an electronic music festival held annually during the penultimate weekend in July in Boom, Belgium. The 180,000 capacity festival features a line up of electronic, EDM and dubstep acts across 15 stages. The ticket price of the festival increases every year with an average price for a weekend ticket of 250 Euros.

## **Vibe**

Known for its intense energy and phantasmagorical decorations, Tomorrowland has a surreal quality that sets it apart visually from its competition in the dance music field. In the years since the festival first started (in 2004) it has become one of the largest electronic music festivals in the world.

Every year the festival organisers invest a lot of effort and manpower in decorating the festival site, which greatly contributes to the total experience for the festival-goer. For example, in 2011 Tomorrowland took on an "Alice In Wonderland" theme for its main stage that included giant oak trees, mushrooms, lasers shooting out of characters eyes and functioning waterfalls.

With so much time put into the decoration of the festival, attendees are asked not to tamper or harm decorations, and anyone found doing so is escorted off-site.

Constructed decoration aside, Tomorrowland is also surrounded by many of Belgium's beautiful lakes, hills and fields. The 2014 line-up included Above & Beyond, Afrojack, Armin van Buuren, Bassnectar, Benny Benassi, Carlo Cox, Diplo, Dmitri Vegas & Like Mike, Eric Prydz, Hardwell, Knife Party, Loco Dice, New World Punx, Nicky Romero, Steve Angelo, Steve Aoki, Tiesto, Yves V, and many more.

## **Stages**

There are almost 20 stages at Tomorrowland, each with their own personality and style of artists. Some appear every day, while some stage and arenas are present for different days. The sheer quantity of stages means that there are many artists playing simultaneously, so festival attendees will not be able to see every performer on the line-up.

Every stage is painstakingly decorated, and the artistry of the decor is as much of an event as the music itself.

On average Tomorrowland has around 14 stages, but this can decrease or increase with each event. Purchasing a programme is highly recommended for festival-goers.

## **Tickets**

Tomorrowland tickets are sent to purchasers with special computerized bracelets that allow the wearer into the festival and past festival security. Passport details are collected when festival-goers originally purchase their tickets, and security verifies at the gate that each person is who they say they are.

These bracelets can be activated before arriving at the festival site online, although once activated, you will not be able to sell your bracelet to anyone else. Only the person for whom a bracelet has been activated can attend the event and get past security.

Tomorrowland organisers are not known to be very helpful with ticket or bracelet problems.

#### Prices

In 2014 a three day standard full madness ticket costed \$280.

#### Packages

##### Global Journey

Tomorrowland offers a range of travel packages to festival-goers that they term Global Journey. These are well organised packages that consist of a ticket for the festival and a return flight, train and/or a hotel. A few select flights are classified as "party flights" and have entertainment and music on them. 2 flights last year had live DJ sets with Dmitri Vegas and Yves V. Although Global Journey packages are more expensive than buying everything individually, they are becoming increasingly popular as a sure way to get into Tomorrowland when normal tickets run out.

Further information is available on our blog post here. There is a price simulator on the Tomorrowland website to help you calculate how much a Global Journey ticket will cost, that can be accessed

#### Children

This is an 18+ event, although if you turn 18 on the year of the festival you are hoping to attend, you will still be let in.

#### Weather

The average minimum temperature for July in Boom, Belgium is 13C; the average high is 23C.

#### What to wear

Bright colours are always welcome at Tomorrowland, matching the vibe of the event, it is always best to wear something loose to help you move around and dance more easily. Wearing denim is not recommended, as this can become quite heavy when wet from rain or sweat, and can cause skin irritation if the day is particularly humid.

Anyone wearing clothes that "express an explicit political, social movement or group" will be asked to remove said item, or be denied entry.

Good footwear is important. It can take 15 to 30 mins to walk from the festival campsite to the arena depending on where you are camped. Dancing tires out your feet; if you like to dance wearing comfortable shoes is crucial.

#### What to bring

The weather can be very sunny at Tomorrowland. If you are camping, and won't be indoors very often, bring sunglasses. Sun screen is also essential. Keep some water on you throughout the day too, as dehydration can sneak up on you, making you feel tired and irritable.

Music festivals are notoriously loud places; just because you want to sleep doesn't mean your neighbours will feel the same way. Bring earplugs so that you can be sure that you can recharge for another day of fun.

#### **Food and drink**

Tomorrowland has received universal praise for its choice of festival cuisine.

Food ranges from hot dogs and pizza to oyster and Belgian chips (frites), with a wide choice for vegetarians and vegans.

Those eating and drinking in the VIP area are also eligible for free massages.

According to forum discussion, the festival operates on a token system, in 2012 the prices were apparently as follows:

7 coupons for \$12

Beers and Ciders cost 2 coupons

Soda/Water cost 1.5 Tokens

Alcohol

You can bring your own food and drink into the camping site, but glass bottles are not allowed. Food and drink are banned from the festival grounds.

#### **Performing**

Like much of the festival, the organizers source the artists themselves as opposed to people applying.

The festival also uses the same team of dancers every year.

Tomorrowland began as a relatively small festival in Belgium, originally catering for 10,000 party-goers.

Started in 2004, Tomorrowland was intended as Europe's answer to the amusement park setting of America's incredibly popular Electric Daisy Carnival.

the festival has grown massively since then bringing together huge crowds from all across the world each year and is now often described as one of the biggest festivals in Europe.

In 2012, the festival welcomed 180,000 revelers all safely returned to 75 different countries, with the live stream clocking up 7,933,661 views.

## **Holy Week in Costa Rica**

**For Costa Ricans, religious celebrations are very important, none more so than Semana Santa or Holy Week, that celebrates the death and resurrection of Jesus Christ. Most locals either get together with their families to participate in religious celebrations, or head out to the beaches for a vacation.**

**For many Costa Ricans, Semana Santa is a time for reflection and worship with family. The Catholic Church in each town organizes traditional masses and processions which take place on Holy Wednesday, Holy Thursday, Good Friday and Easter Sunday. Each procession is a dramatic reenactment of Jesus' journey through Jerusalem to his crucifixion and resurrection.**

**The participants dress up and act like armies of Roman soldiers and others who took part in Jesus' journey toward death. Some of the common characters seen in these parades are angels, Mary Magdalene, Saint Joseph and the Virgin Mary, the apostles and, of course, Jesus. The actors perform as a promise that they have lived their last year free of sin, following all of the church's teachings. The procession is a very serious event, and spectators line the streets to mourn and pray.**

**At family gatherings special meals are prepared. During Holy Week, the tradition is to eat seafood, complying with the Catholic practice of not eating meat on Fridays during Lent. Delicious dishes such as rice and shrimp, ceviche and fried fish are prepared. Various desserts such as empanadas, pudding and jelly are all made from chiverre, a big squash that looks like a watermelon and is in season during this time. The flesh is cooked with brown sugar blocks.**

**Most Costa Ricans that are not at home celebrating religious traditions pack up and drive to the beach. The beach towns become overcrowded, and hotels are completely booked months in advance. Travelers on roads leading to the coast can sit in traffic for hours. However, San Jose and other metropolitan areas become deserted as all government institutions, schools and banks close down from Thursday to Sunday, or for the entire week in some cases.**

**During Holy Week, a Dry Law is in place, meaning that at midnight on Wednesday all bars and liquor stores close. Catholics are not supposed to drink during the mourning of Jesus, not until he has resurrected on Sunday. While the majority of the population is Catholic, many stock up on liquor and beer for the upcoming weekend. At the beach it is**

possible to find a clandestine bar open, but no alcohol can be officially served anywhere in the city.

A stealthy drink or two aside, many locals hold strongly to religious traditions, and superstitions are alive and well. Many don't swim in the ocean on Holy Thursday or Friday. People say you can drown because God is angry. Some of the more superstitious believe you will become a fish if you get in the water on Holy Friday. It is also thought that the earth gets hot, causing more earthquakes during this time. On the positive side, it is widely agreed upon that the best sunsets of the year happen during Holy Week.

Whether at home with family, or on vacation at the beach, Costa Ricans share a great respect and passion for the celebration of Easter and Semana Santa.

### **Christmas in the United States**

Christmas Day, on December 25, is one of the most festive Christian holidays in many countries around the world. It celebrates Jesus' birth.

#### **Celebrate Christmas Day**

Christmas Day is a holiday in many, but not all, countries. Many homes have Christmas trees and other decorations in the weeks leading to Christmas Day. Some workplaces hold Christmas parties prior to December 25. Festive activities include exchanging presents, singing Christmas songs, going to parties.

It's a special time when children get presents from family, friends and Santa Claus, or Father Christmas. Christmas cards are also given or sent out prior to Christmas Day.

For some, Christmas is an exclusive family affair, while others invite friends to a Christmas buffet or pot luck meal.

Churches have special services and may include a crèche or miniature Nativity scene.

#### **What's Open or Closed?**

Christmas Day is a public holiday in many countries worldwide, including Australia, Canada, the United Kingdom and the United States. Government offices, educational institutions, many businesses and post offices are closed on this day. If you plan to travel with public transport, check with the local transport authority on schedule changes.

#### **About Christmas Day**

**Christmas celebrates the birth of Jesus Christ, who Christians believe is the son of God. His birth date is unknown because there is little information about his early life. There is disagreement among scholars on when Jesus was born. Christians celebrate Jesus' birthday on December 25. Orthodox Christians celebrate Christmas Day on or near January 7. The word "Christmas" comes from the old English "Cristes maesse", or the mass of Christ. It is likely that the Christmas date of December 25 was chosen to offset the Pagan celebrations of Saturnalia and Natalis Invicti. It is also possible that the celebration of the birth of the "true light of the world" was set at the time of the December solstice because this is when the days in the northern hemisphere begin to grow longer. Christmas holiday customs derive from various cultures, including Teutonic, Celtic, Roman, West Asian and Christian.**

#### **Symbols**

**The mistletoe is a commonly used Christmas decoration. By tradition, people who meet under a hanging mistletoe are obliged to kiss. Mistletoe has pagan associations. For example, the druids of Gaul regarded mistletoe growing on oak trees as sent from heaven.**

**Other common decorations associated with Christmas are holly and ivy – both are associated with Pagan festivals as it was customary to decorate with greenery for these festivals.**

**Images of Santa Claus, also known as Father Christmas, snowmen, reindeer, and candy canes are seen in cards, posters, signs and other printed or marketing material associated with the Christmas celebrations. Images of baby Jesus, the Christmas star, and other symbols associated with the religious meaning of Christmas are also seen during Christmas Eve and Christmas Day.**

#### **Christmas in Costa Rica**

**December marks the beginning of the Christmas traditions and holiday season in Costa Rica with its crispier air, cool winds blowing during sunny cool days, clear and starry nights and the subtle cypress scent from street vendors.**

**During the holiday season almost all Costa Ricans:**

**crave for tamales with coffee or agua dulce, baked pork legs, and refreshing eggnog**

**get their deserved Christmas bonus to buy presents and Christmas decorations**

**bring their children to a Christmas tree lighting ceremony**

go downtown San Jose to the Central Avenue boulevard for the “Avenidazo”  
set a Christmas tree and a manger in their living room  
share a big Christmas Eve dinner with friends and family then head to Christmas Eve Midnight Mass  
tuck baby Jesus in the Manger and place gifts under the Christmas tree at midnight on Christmas Eve  
look forward to the traditional holiday festivals: El Tope, Festival de la Luz and Fiestas de Zapote  
Make end meet means to pay the annual vehicle registration renewal fees before the New Year.  
Traveling in Costa Rica during December is a culture rich experience indulged with the most popular holiday traditions & Festivals:

**BLACK FRIDAY: THE LAST FRIDAY OF NOVEMBER**

Started in 2011

Black Friday – adopted from the U.S. – is now part of the Holiday season in Costa Rica. Retailers discount their merchandise up to 70%. Malls host raffles for cars, cash, vacation trips and other prizes, and banks reward consumers when making purchases with credit cards to kick off the holiday shopping season. Shoppers lure the stores in an attempt to get the best deal on a product before supplies run out.

**CHRISTMAS BONUS PAY DAY: NO LATER THAN DECEMBER 5TH.**

A \$1.1 billion dollar Christmas bonus was paid to the 1.5 million employees in the country to boost up the 2012 holiday season. The bonus is equal to a person’s one month salary and generally it is used to pay debts, save for the next year, and shop for manger scenes and decorations, toys for children, presents, imported apples and green or black grapes – a special Christmas treat for many - at street vendors.

**CHILDREN MUSEUM FAÇADE LIGHTING CEREMONY: FIRST WEDNESDAY OF DECEMBER**

Started in 2000

This 90-minute event inspires children to have faith in their dreams and one day their rainbow will come smiling through with live musical and theater performances, building lighting effects, and 7,200 fireworks from 7 different points. More than 10,000 Costa Ricans attend to watch the performances and how the 4,000 bulbs decorating the museum façade are lit.

**CHILDREN HOSPITAL CHRISTMAS TREE LIGHTING CEREMONY: FIRST THURSDAY OF DECEMBER**

Started in 1964

The Children Hospital Christmas tree lighting ceremony is a countrywide symbol of the holidays in Costa Rica and a meaningful moment for its more than 200 hospitalized children. The tree is decorated with more than 25,000 – 2,000 LED

compliant – Christmas lights from 8 different colors and topped with a star. It makes San Jose brim with the Christmas spirit. Parents bring their children to see the clowns, live theatrical and musical performance, and listen to the Children Orchestra sing Christmas carols.

#### **CHRISTMAS EVE**

Most families have a late night dinner of pork leg and tamales on with eggnog, heavy with rum, while people visit friends and family to give presents before midnight. Then, people head to the midnight mass. It's a long service, and many are often too tired to stay through the two hour mass. With the local traditions of food, family and fun, Christmas is definitely the happiest time of the year in Costa Rica.

#### **CHRISTMAS DAY**

Christmas Day is a special day for children who receive and play with presents that they have been longing for. Children in Costa Rica believe that baby Jesus is the one who brings Christmas presents to children. Some children write letters to Baby Jesus "Cartas al Nino" a few weeks before Christmas Day, asking for a gift that they desire most.

Many people have the day off work and spend time with their families, friends, and loved ones. They also bring their children to take rides and eat at Fiestas de Zapote in the morning. At night they gather with friends and share drinks enjoying the night.

Many churches have special Christmas Day services, some of which include choirs, joyous singing, and meet-and-greet opportunities after the church services.

#### **NEW YEAR'S EVE (DECEMBER 31ST)**

New Year's Eve is a day of celebration. It is marked by fireworks and fire crackers. Some people invite friends and families to share food and dance to the music until a few minutes before midnight. Some end the party an hour before midnight and attend a public celebration at a beach, park, bar or disco.

Many people start counting down to New Year's Day in the last minute before the last night of the year ends and the New Year begins. Some people tune into watching televised or listening to radio broadcast countdowns. As the clock strikes midnight into New Year's Day, people celebrate hugging, kissing, zipping from a bottle of Champaign and wishing each other a "Happy New Year".

#### **NEW YEARS DAY**

New Year Day is an official holiday so many people who stayed up on New Year's Eve to welcome the New Year have a day off work and get a chance to sleep in and spend the remainder of the day either visiting friends or relatives, or returning home from the beach. Others watch the Pasadena California New Year's broadcasted on local T.V. stations.

Costa Ricans do not mark New Year's Day as the first day to start a New Year's resolution for the year.

### **STREET FAIRS & PARADES**

#### **AVENIDAZOS: SECOND WEEK OF DECEMBER**

The Central Avenue Blvd. appeals to Costa Rican for its stress-free walking in a traditional, festive environment. The building and street decorations light up the night as locals stream down Central Avenue boulevard people watching, window shopping, and enjoying free live concerts and Christmas ceremonies.

#### **FESTIVAL DE LA LUZ : SATURDAY OF THE SECOND WEEK OF DECEMBER**

Started in 1996

Festival of Lights encourages everyone to join in the spirit of the holiday season and enjoy a host of festive experiences along the Paseo Colon, Avenida Segunda and Plaza de la Democracia. Hundred of thousands of spectators line the parade route each year to see more than 11 lighted floats built by volunteers and sponsoring communities, 14 marching bands, balloons, fireworks and performing artists under twinkling lights along Paseo Colon and Avenida Segunda. The parade is free and open to the public. The event is broadcast on multiple television networks in Costa Rica.

#### **HORSE PARADE : EL TOPE NACIONAL – DECEMBER 26TH**

More than 3,000 horses trot down the Second Avenue year after year on December 26th to celebrate the long-standing tradition of the horse parade. Cowboys and horse breeder showcase their bond with their horses inviting people from the public to ride with them or simply smiling and people watching.

People lined up their chairs early or simply sit on the city sidewalks to make sure they got a premium viewing spot for the best breed horses in the country. The parade is free and open to the public. The event is broadcast on multiple television networks in Costa Rica.

#### **FIESTAS DE ZAPOTE: FROM CHRISTMAS DAY TO THE FIRST SUNDAY OF THE NEW YEAR**

Fiestas de Zapote marks the end of the holiday season and the beginning of the New Year. Set in Zapote Farmer's market grounds, the Fiestas hosts food stands cotton candy, churros, loi main –chop suey- , portable bars, carnival Thrill and

kiddieland rides and game, live musical performances, and the bloodless and dart free bullfights better known as Toros a la Tica.

More than 100,000 Costa Ricans go to the Fiestas. Families take children during the day to the rides and bullfights.

### **Costa Rica's Independence**

The inhabitants of my home country love a good party, and love a good reason to have a party. One of those good reasons is Costa Rica's Independence Day, and I hop out to socialize with the locals and the visitors every year. It's a great celebration, and something that I look forward to every year. It takes me about 3 days to recover from all the celebrating, but I eventually get back to hopping around Costa Rica, exploring the land and the people.

#### **The History of Costa Rica's Independence**

I like to pride myself as an amateur Costa Rican historian, since I've been exploring and investigating the history of the country for so long. This means that I know a few tidbits about the independence of Costa Rica that some people don't realize. The first fun fact is that technically, Costa Rica never really had to fight for its independence from Spain. Along with Nicaragua, Costa Rica was declared an autonomous province according to the Spanish Constitution of 1812. This doesn't stop Costa Rican from celebrating the official Central American independence from Spain, though. That independence from Spain came after a years-long war, called the Mexican War of Independence, that ended in 1821 when Guatemala declared victory for Central America. Though the war was won in September of that year, it was at least a month later before the official news even reached Costa Rica.

Another interesting fact is that after the war, Costa Rica didn't actually become a sovereign state immediately. Instead, it joined the First Mexican Empire, along with other Central American countries. This decision was one that caused a rift between cities in Costa Rica. Some cities were in favor of joining the First Mexican Empire, including Cartago, the capital at the time, while others were in support of full independence. There was even a civil battle fought at Ochomogo to decide the fate of the country. The Republicans, who were not in favor of joining the First Mexican Empire, won the battle and moved the capital of Costa Rica to San José. After that, Costa Rica became part of the Federation Republic of Central America, and it wasn't actually until 1838 that Costa Rica became truly independent, after the Federation Republic of Central America disbanded and no longer existed.

**Costa Rica has a somewhat tense past with Guatemalan City, mostly due to distance between that area and Costa Rica. The people of Costa Rica never really had a close connection to the people or government of Guatemala, so they also didn't feel an allegiance to that government. Costa Rica always hesitated to become politically tied to Guatemala, and this has negatively impacted the integration of the two regions. Despite this history, Costa Rica and its people still recognize the significance of that victory for all of Central America, and have declared September 15th as an official holiday called Independence Day. And, boy, do we celebrate! But more on that later. After independence was declared, there was still much to do; Costa Rica adapted the country's first constitution, and held and celebrated elections. Those that were elected in December of 1821 are an important part of the country's history, and worked hard to make industrial and commercial progress for Costa Rica and its people.**

#### **San José band in procession Independence Day Celebrations**

**Like I said, Costa Rica knows how to hold a celebration, and I'm here to talk to you about some of my first-hand experiences throughout the many years that I've traveled through Costa Rica. Before I talk about the celebrations, though, I want to talk a little bit about what the day means to Costa Rica citizens. While it means dancing, drinking, and eating to our heart's content, it also means something more. For me, and for all the living creatures in Costa Rica, Independence Day is a time for us to reflect on our heritage, and to find patriotism in our history; this day is about our country deciding that we had, and we were willing to explore and find, our own national identity.**

**That being said, if you are visiting Costa Rica at this time, you can expect to find Ticos even more jovial than usual! The celebrations take place in all of the country's regions, beginning on the 14th of September. There are a few great things that happen on the 14th. The future of our great country, our children, celebrate in the most perfect way. Prior to the celebration, they make homemade lanterns or "faroles". On the eve of the holiday, they light their lanterns and sing the national anthem of Costa Rica through the streets as part of the Lantern Parade or "Desfile de Faroles". This event is reminiscent of how delegates in Guatemala celebrated their freedom so many years ago. Even before the children hold the Lantern Parade, though, Central America begins celebrating their upcoming holiday with the Torch Run. The torch is light on September 9th in Guatemala, then it travels through many Central American regions in celebration and reflection of the original Independence Day. The final stop for the torch is Cartago, Costa Rica.**

### **Costa Rica Flag**

**One September 15th, Costa Rica continues to celebrate Independence Day with a number of events, including raising of the national flag. You'll hear me, and many other humans and creatures singing the national anthem, of course! And, there are so many parades, so many awesome parades in the streets. Children wear costumes of traditional Costa Rica clothing, and there are dancers, bands, and fireworks. The parades are so vibrant and colorful, that it is impossible for anyone not to feel pride and patriotism. Of course, there is also a lot of food! There are food vendors on the streets, lining the roads to serve all the amazing traditional Costa Rican foods like tamales, rice pudding, yucca, and fried plantains. There are also many public places that are free to the public that welcome visitors on September 15th for celebration. There are often folk shows, dancing, and of course, amazing music filling the streets and common areas.**

### **Independence Day in the United States**

**Independence Day is annually celebrated on July 4 and is often known as "the Fourth of July". It is the anniversary of the publication of the declaration of independence from Great Britain in 1776. Patriotic displays and family events are organized throughout the United States.**

#### **Celebrate Independence Day**

**Independence Day is a day of family celebrations with picnics and barbecues, showing a great deal of emphasis on the American tradition of political freedom. Activities associated with the day include watermelon or hotdog eating competitions and sporting events, such as baseball games, three-legged races, swimming activities and tug-of-war games.**

**Many people display the American flag outside their homes or buildings. Many communities arrange fireworks that are often accompanied by patriotic music. The most impressive fireworks are shown on television. Some employees use one or more of their vacation days to create a long weekend so that they can escape the heat at their favorite beach or vacation spot.**

**Independence Day is a patriotic holiday for celebrating the positive aspects of the United States. Many politicians appear at public events to show their support for the history, heritage and people of their country. Above all, people in the United States express and give thanks for the freedom and liberties fought by the first generation of many of today's Americans. The Statue of Liberty is a national monument that is associated with Independence Day.**

### **Public Life**

**Independence Day is a federal holiday. If July 4 is a Saturday, it is observed on Friday, July 3. If July 4 is a Sunday, it is observed on Monday, July 5. Government offices and schools are closed. Some businesses may be closed as well. In some years, many employees use a proportion of their vacation days to create a long weekend. This can cause congestion in some places, particularly towards popular holiday destinations.**

**There are many public events, parades, shows and fireworks displays. This may cause local disruption to traffic. Public transit systems do not usually operate on their regular timetables.**

### **About Independence Day**

**In 1775, people in New England began fighting the British for their independence. On July 2, 1776, the Congress secretly voted for independence from Great Britain. Two days later, on July 4, 1776, the final wording of the Declaration of Independence was approved, and the document was published. The first public reading of the Declaration of Independence was on July 8, 1776. Delegates began to sign the Declaration of Independence on August 2, 1776. In 1870, Independence Day was made an unpaid holiday for federal employees. In 1941, it became a paid holiday for them. The first description of how Independence Day would be celebrated was in a letter from John Adams to his wife Abigail on July 3, 1776. He described "pomp and parade, with shows, games, sports, guns, bells, bonfires, and illuminations" throughout the United States. However, the term "Independence Day" was not used until 1791.**

**Interestingly, Thomas Jefferson and John Adams, both signers of the Declaration of Independence and presidents of the United States, died on July 4, 1826 - exactly 50 years after the adoption of the declaration. It is also important to note that Native Americans lived in the country and each tribe had its own nation and government prior to the European settlers.**

### **Valentine's Day**

**Valentine's Day is a time when people show feelings of love, affection and friendship. It is celebrated in many ways worldwide and falls on February 14 each year.**

### **What Do People Do?**

**Many people around the world celebrate Valentine's Day by showing appreciation for the people they love or adore. Some people take their loved ones for a romantic dinner at a restaurant while others may choose this day to propose or get**

married. Many people give greeting cards, chocolates, jewelry or flowers, particularly roses, to their partners or admirers on Valentine's Day.

It is also a time to appreciate friends in some social circles and cultures. For example, Valentine's Day in Finland refers to "Friend's day", which is more about remembering all friends rather than focusing solely on romance. Valentine's Day in Guatemala is known as Day of Love and Friendship). It is similar to Valentine's Day customs and traditions countries such as the United States but it is also a time for many to show their appreciation for their friends.

#### **Public Life**

Valentine's Day is not a public holiday in many countries, including Australia, Canada, the United Kingdom and the United States. However, restaurants, hotels and shopping centers may be busy around this time of the year.

#### **Background**

The origins of Valentine's Day are not clear but many sources believe that it stems from the story of St Valentine, a Roman priest who was martyred on or around February 14 in the year 270 CE. How he became the patron saint of lovers remains a mystery but one theory is that the church used the day of St Valentine's martyrdom to Christianize the old Roman Lupercalia, a pagan festival held around the middle of February.

The ancient ceremony included putting girls' names in a box and letting the boys draw them out. Couples would then be paired off until the following year. The Christian church substituted saints' names for girls' names in hope that the participant would model his life after the saint whose name he drew. However, it was once again girls' names that ended up in the box by the 16th century.

Eventually the custom of sending anonymous cards or messages to those whom one admired became the accepted way of celebrating Valentine's Day. There was an increase in interest in Valentine's Day, first in the United States and then in Canada, in the mid-19th century. Early versions of Valentine cards fashioned of satin and lace and ornamented with flowers, ribbons, and images of cupids or birds appeared in England in the 1880s.

#### **Symbols**

Hearts, the colors red and pink, roses, images and statues of cupids, and cupids' bows and arrows symbolize the feeling of romance and love on Valentine's Day. Cupid is usually portrayed as a small winged figure with a bow and arrow. In mythology, he uses his arrow to strike the hearts of people. People who fall in love are sometimes said to be "struck by Cupid's arrow". The day focuses on love, romance, appreciation and friendship.

**Costa Rica Celebrates Virgen de los Angeles Day**  
**August 1, 2014 by Javi the Frog**

There is nothing I love more than a holiday, especially a holiday that brings the people of my home together in celebration. Not many celebrations in Costa Rica are bigger than the national holiday on August 2nd, which celebrates my country's patron saint, Virgen de los Angeles. OK, maybe Christmas and Easter are the biggest religious holidays in Costa Rica, but Virgen de los Angeles day is also regarded highly among locals. Let me tell you the story of Virgen de los Angeles, which involves mystery, natural disasters, architecture and of course, a feast.

**The History of La Negrita**

It all started when a woman happened upon a statue one August day while washing clothes in a spring or gathering wood for a fire. That encounter ended up having a profound effect on the future of Costa Rica. That small statue was carved into dark wood and represented the Virgin Mary. Curious and likely in awe, the woman tried to take the statue from the place she had found it, but the statue miraculously kept showing up back in that same spot. Well, that would be enough to convince me to hop around a build a shrine for this statue, and that is exactly what the townspeople did. The Basilica Virgen de Los Angeles in Cartago was built in 1639, but this modest structure was hit by an earthquake and partially destroyed. A restored structure was completed in 1722 and incorporates mixes of architectural styles like colonial and Byzantine. The Virgin was officially declared to be the patron saint of Costa Rica in 1824.

**How Costa Rica Celebrates Virgen de Los Angeles**

As the month of July winds down and August 2 quickly approaches, you really can't miss the buzz of celebration in

**Costa Rica. Pilgrims can often be seen traveling along the Pan American Highway and other roads, heading to the city of Cartago to celebrate the Virgen de Los Angeles. These people travel to Cartago in a variety of ways, from walking barefoot to riding horses, but they are all making their way towards the Basilica Virgen de Los Angeles in order to honor the country's patron saint, which now sits on a gold platform.**

**This religious holiday is a remarkable experience for visitors to Costa Rica, as it exhibits the true culture of the country and the unique beliefs of its people. There really is no better way to immerse oneself in the local culture than to experience a tradition like the day celebrating the Virgen de Los Angeles in Cartago. Visitors will want to venture to the Basilica in order to check out the statue of La Negrita, which was given that name because it means "little dark one" in Spanish.**

**Additionally, local legend has it that a small stream with curing powers is situated in close proximity to the Basilica. Pilgrims following traditional beliefs also drink from the stream, splash themselves with the water and collect some to take with them.**

**Upon arriving at the Basilica, many pilgrims will climb the steps of the church on their knees as a means of thanking La Negrita for favors or even praying for help to overcome sickness or other obstacles. Visitors can also pray by the stone where the image was originally found.**

**In August 2003, 1.5 million people descended upon the city of Cartago. At the time, that number was close to 40 percent of Costa Rica's entire population.**

**For travelers visiting Costa Rica during the end of July and early August, it should be a priority to make the trip to Cartago to observe one of the most fascinating religious events in the world. There are also celebrations throughout Costa Rica that include dedications to the Virgen de los Angeles Day with music, feasting and fairs.**

### **Labor Day**

**Nowadays, many think of the Labor Day holiday in the U.S., which falls on the first Monday in September, as a day for cookouts or shopping deals. But its origins date back to two gatherings of another, more politically motivated sort. One was a "monster labor festival" featuring of a parade of unions and accompanying picnic, which took place on Sept. 5, 1882, in a New York City park. That gathering is thought to have attracted as many as 10,000 marchers, according to Linda**

Stinson, a former Department of Labor historian. They listened to speeches in support of workers' rights, and — in lighthearted activities more in the spirit of what goes on today — people drank beer, danced and set off fireworks. The other event was a darker one. On May 11, 1894, in a company town outside Chicago, employees of the railway sleeping car mastermind George Pullman went on strike when their wages didn't go up after the economy tanked. In a show of solidarity, the American Railway Union — said to have boasted 150,000 members at the time and led by famous socialist Eugene Debs — refused to operate Pullman train cars, snarling mail delivery and prompting President Grover Cleveland to send in federal troops to break up the strike. Rioting and arson broke out, and it evolved into what's now considered one of the bloodiest episodes in American labor history.

A national Labor Day holiday was declared within months.

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Some experts say Cleveland supported the idea of such a holiday, which already existed in several states, in an effort to make peace with the unions before he ran for re-election. (He would lose anyway.) But perhaps one of the most eloquent explanations of why the federal government saw fit to declare the holiday can be found in a Congressional committee report on the matter.

Sen. James Henderson Kyle of South Dakota introduced a bill, S. 730, to Congress shortly after the Pullman strike, proposing Labor Day be the first Monday in September. Here's how Rep. Lawrence McGann (D-IL), who sat on the Committee on Labor, argued for the holiday in a report submitted on May 15, 1894:

The use of national holidays is to emphasize some great event or principle in the minds of the people by giving them a day of rest and recreation, a day of enjoyment, in commemoration of it. By making one day in each year a public holiday for the benefit of workingmen the equality and dignity of labor is emphasized. Nothing is more important to the public weal than that the nobility of labor be maintained. So long as the laboring man can feel that he holds an honorable as well as useful place in the body politic, so long will he be a loyal and faithful citizen.

The celebration of Labor Day as a national holiday will in time naturally lead to an honorable emulation among the different crafts beneficial to them and to the whole public. It will tend to increase the feeling of common brotherhood among men of all crafts and callings, and at the same time kindle an honorable desire in each craft to surpass the rest. There can be no substantial objection to making one day in the year a national holiday for the benefit of labor. The labor organizations of the whole country, representing the great body of our artisan population, request it. They are the ones most interested. They desire it and should have it. If the farmers, manufacturers, and professional men are indifferent to

the measure, or even oppose it, which there is no reason to believe, that still would constitute no good objection, for their work can be continued on holidays as well as on other days if they so desire it. Workingmen should have one day in the year peculiarly their own. Nor will their employers lose anything by it. Workingmen are benefited by a reasonable amount of rest and recreation. Whatever makes a workingman more of a man makes him more useful as a craftsman.

Cleveland signed the bill into law on June 28, 1894.

Now, more than a century later, Labor Day is firmly entrenched on the American calendar — but it does still come with at least one, much smaller, controversy: the old fashion debate over whether it's taboo to wear white after Labor Day.

Let's celebrate: Holidays  
with My Family



My name is \_\_\_\_\_ and I  
like \_\_\_\_\_



1



2



3

Level 8th		Unit 4		
CEF level to be reached: A2				
Scenario: Going Shopping!				
Enduring Understanding	The choices made when deciding what and where to shop may impact a family's budget.			
Essential Question	How does what and where we shop affect the country's economy and context?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5/6
<p><b>Assessment:</b> L discriminates short instructions illustrated through step-by-step visuals (e.g., following simple map's directions).</p> <p>R.2. understand short instructions illustrated through step-by-step visuals (e.g., following simple map's directions).</p> <p><b>Assessment:</b> L writes a summary sentence of a text's main points, giving one or two details.</p> <p>W.3. write a summary sentence of a text's main points, giving one or two details, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation).</p> <p><b>Assessment:</b> L gives recommendations about convenient places to buy something.</p>	<p><b>Assessment:</b> L recognizes the main idea of a presentation on a topic when the subject is familiar to them and it is delivered slowly.</p> <p>L.1. understand the main idea of a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly (e.g., another student's report about different services they can get in a community).</p> <p><b>Assessment:</b> L asks appropriate questions during a conversation to ensure that the other person understands points being made or information being given.</p> <p>SI.1. ask appropriate questions during a conversation to ensure the other person understands points being made or information being given.</p> <p><b>Assessment:</b> L writes</p>	<p><b>Assessment:</b> L discriminates simple technical explanations if given slowly and clearly and opportunity is given for clarification.</p> <p>L.2. understand simple technical explanations if given slowly and clearly and opportunity is given for clarification (e.g., how to get to different places).</p> <p><b>Assessment:</b> L asks someone to say something more clearly, to explain something a different way, or to repeat what has been said.</p> <p>SI.2. ask someone to say something more clearly, to explain something a different way, or to repeat what has been said.</p> <p><b>Assessment:</b> L writes recommendations about going shopping wisely.</p> <p>W.1. write recommendations about going shopping wisely.</p>	<p><b>Assessment:</b> L discriminates directions for getting to a place, using everyday reference material (e.g., advertising material and city maps, GPS gadgets).</p> <p>R.3. understand directions for getting to a place, using everyday reference materials (e.g., advertising material, city maps and GPS gadgets).</p> <p><b>Assessment:</b> L discriminates simple technical explanations if given slowly and clearly and opportunity is given for clarification.</p> <p>L.2. understand simple technical explanations if given slowly and clearly and opportunity is given for clarification (e.g., how to get to different places).</p> <p><b>Assessment:</b> L tells a simple direction (e.g., how to get to a location) as well as offers simple explanations to others.</p> <p>SP.2. tell a simple direction (e.g., how to get to a location) as well as offer</p>	<p><b>Assessment</b></p> <p>Anecdotal reports/rubrics/instruments for self and co-assessment</p> <p><b>Suggested Integrated Mini project</b></p> <p>Map design of own town (labeling the names of buildings or stores) to give locations and directions.</p> <p>Telling how to get to selected locations in Costa Rica using digital or physical maps.</p>

SP.1. make recommendations about convenient places to buy something.	straightforward text on topics familiar to them. W.2. write straightforward text on topics familiar to them		simple explanations to others.
<b>Phonology Goal for Each Week</b> <b>Assessment:</b> L identifies English language sounds using knowledge in phonics, syllabification, and word parts. R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification, and word parts.			
<b>Theme</b> Welcome to my town	<b>Theme</b> Getting what I need at the right place	<b>Theme</b> Where is it?	<b>Theme</b> How can I get there?
<b>Function</b> – Identifying different retail shops and services in my town.	<b>Function</b> – Describing goods and services you can get in different places.	<b>Function</b> – Exchanging information for shopping wisely.	<b>Function</b> – Giving directions to get to retail shops and services in town.
<b>Discourse Markers</b> <u>Linkers: Sequential past time</u> Rules to go shopping. <b>First</b> , you have to go to the mall. <b>Then</b> , have some food. <b>After that</b> , buy a pair of tennis shoes. <b>Finally</b> , return home.	<b>Discourse Markers</b> <u>Linkers: Sequential past time</u> First, Then, After, Finally	<b>Discourse Markers</b> <u>Linkers: Sequential past time</u> First, Then, After, Finally	<b>Discourse Markers</b> <u>Linkers: Sequential past time</u> First, Then, After, Finally
<b>Grammar &amp; Sentence Frames</b> <u>Comparative and superlative</u> – Which store is cheaper ____ or ____? – The Outlet is cheaper than the Shopping Mall. <u>There is/are</u> <u>Is there/Are there</u> – There is a supermarket next to	<b>Grammar &amp; Sentence Frames</b> <u>Modals should/shouldn't</u> – You shouldn't shop at that store because it is very expensive. – You should compare prices. <u>How much/How many</u> – How much does it cost? – How many cookies do you need?	<b>Grammar &amp; Sentence Frames</b> <u>Article a/an</u> – There is <u>a</u> bank in front of the park. <u>The</u> Citi Bank is next to the church. <u>Imperatives +/-</u> – Request the warranty. – Don't forget to ask for a receipt.	<b>Grammar &amp; Sentence Frames</b> <u>Modals have to</u> – When you go shopping you have to look for the best price. <u>Prepositions</u> – <u>Turn to</u> the right and then turn to the left. – The supermarket is <u>in front of</u> the bank.

<p>the bank.</p> <ul style="list-style-type: none"> <li>There are two stores in front of the church.</li> </ul> <p><u>Determiners (any-some)</u></p> <ul style="list-style-type: none"> <li>Yes, I have some.</li> <li>I don't have any.</li> </ul>	<p><u>Count/Uncountable Nouns</u></p> <ul style="list-style-type: none"> <li>Is there any milk?</li> <li>How much rice do you need?</li> </ul>	<p><u>Demonstratives (those/these, this, that)</u></p> <ul style="list-style-type: none"> <li>How much are these/those shoes?</li> <li>Those are fifteen thousand colones.</li> </ul>	<ul style="list-style-type: none"> <li>There is a bakery <u>behind</u> the mall</li> </ul> <p><u>Zero Conditional</u></p> <ul style="list-style-type: none"> <li>If you go shopping, you need to:</li> </ul>
<p><b>Phonology</b></p> <ul style="list-style-type: none"> <li>Practicing words with the final e (-ake, -ute, -ime)</li> </ul>	<p><b>Phonology</b></p> <ul style="list-style-type: none"> <li>Practicing words with the final e (-ake, -ute, -ime)</li> </ul>	<p><b>Phonology</b></p> <ul style="list-style-type: none"> <li>Practicing words with the final e (-ake, -ute, -ime)</li> </ul>	<p><b>Phonology</b></p> <p>Review</p>
<p><b>Vocabulary</b></p> <p><u>Welcome to my town.</u></p> <ul style="list-style-type: none"> <li>Appliance store, bakery, bank, bus station, clinic, clothing store, coffee shop, convenience store, drugstore, flower shop, etc.</li> </ul>	<p><b>Vocabulary</b></p> <p><u>Getting what I need at the right place</u></p> <p><u>Goods</u></p> <ul style="list-style-type: none"> <li>Goods are things that you can keep, eat, or use. food, clothing, toys, furniture, toothpaste, game, book, flower, paint, toys, tools, books, pets, plants, household goods</li> </ul> <p><u>Service</u></p> <ul style="list-style-type: none"> <li>A service is something that someone does for you.</li> <li>fix cars, get a checkup, get haircuts, mail delivery, clean a messy house, transport people and goods, cut grass and plants flowers, trees, paint buildings, help children learn, keeps neighborhoods safe</li> </ul>	<p><b>Vocabulary</b></p> <p><u>Where is it?</u></p> <ul style="list-style-type: none"> <li>Right over there, nearby, around the corner, down the street, next to, about five minutes from here, turn left/right, go across, go down, go through, go out of, in front of, opposite, on the corner.</li> </ul>	<p><b>Vocabulary</b></p> <p><u>How can I get there?</u></p> <ul style="list-style-type: none"> <li>Go straight on, when you come to the crossroads, go across the roundabout, Take the first turn/road/street on your left/right, Go on for about (10 minutes/200 meters).</li> </ul>
<p><b>Socio-cultural</b></p> <ul style="list-style-type: none"> <li>Showing understanding of and supporting local goods and services and other towns.</li> </ul>	<p><b>Idiom</b></p> <ul style="list-style-type: none"> <li>Burn a hole in my pocket</li> <li>Window shopping</li> </ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>Valuing making well thought out, effective decisions (ex: where to go in town for a certain item,</li> </ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>Demonstrating interest to take part in simple social interactions when asked.</li> </ul>

<p><b><u>Proverbs/Quotes</u></b></p> <ul style="list-style-type: none"> <li>- You are not what you have.</li> </ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>- Valuing making well thought out, effective decisions (ex: where to go in town for a certain item, using a map to get to a destination).</li> </ul>	<p>using a map to get to a destination).</p> <ul style="list-style-type: none"> <li>- Demonstrating interest to take part in simple social interactions when asked.</li> </ul> <p><b>Social Language</b></p> <ul style="list-style-type: none"> <li>- Shopping mall</li> <li>- I'm just looking.</li> </ul>	
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## Didactic Planning Week # 1

Level: 8 <sup>th</sup>		Unit: 4
Domain: Transactional	Scenario: Going Shopping	Theme: Welcome to my town
<b>Enduring Understanding:</b> The choices made when deciding what and where to shop may impact a family's budget. <b>Essential Question:</b> How does what and where we shop affect the country's economy and context?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frames</b> <u>Comparative and superlative</u> – Which store is cheaper ____ or ____? – The Outlet is cheaper than the Shopping Mall.  <u>There is/are</u> <u>Is there/Are there</u> – There is a supermarket next to the bank. – There are two stores in front of the church.  <u>Determiners (any-some)</u> – Yes, I have some. – I don't have any.  <b>Vocabulary</b>  <u>Welcome to my town.</u> – Appliance store, bakery, bank, bus station, clinic, clothing store, coffee shop, convenience store,	<b>Function</b> Identifying different retail shops and services in my town  <b>Discourse Markers</b> <u>Linkers: Sequential</u> Rules to go shopping. <b>First</b> , you have to go to the mall. <b>Then</b> , have some food. <b>After that</b> , buy a pair of tennis shoes. <b>Finally</b> , return home.	<b>Psychosocial</b> – Showing understanding of and supporting local goods and services and other towns.  <b>Proverbs/Quotes</b> You are not what you have.

<p>drugstore, flower shop, etc.</p> <p><b>Phonology</b></p> <p>– Practicing words with the final e (-ake, -ute, -ime)</p>			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
		<p><b>Pre-teaching</b></p> <p><b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Participating</b></p> <p><b>Warm up</b> T makes flashcards with pictures of items that can be purchased in an appliance store (microwave, refrigerator), bakery (bread, cake), clothing store (blouse, pants, skirt), coffee shop (coffee), convenience store (chips, soft drink), drugstore (medicine), flower shop (flowers), or services that can be performed in a bank (financial transaction), bus station (catching a bus) post office (mail letter), movie theater (watch movie), school (attend class) or hospital (physical exam, blood pressure check). T tapes pictures of the shops on the board. Each L is given a picture of an item that can be purchased in each of these shops. Ls come to the board and place their item in the right shop</p> <p><b>Engaging</b></p> <p><b>Activation of prior knowledge</b> T reviews vocabulary for items placed in shops in warm-up. Ls use their item cards to say, "This is a _____", "These are _____".</p> <p><b>Introducing</b></p> <p>T introduces comparatives and superlatives by calling individual Ls to the front of the room. T says, "--___is tall, ___is taller, ___is tallest</p>	<p>5 minutes</p> <p>15 minutes</p>

<p><b>Assessment:</b> L discriminates short instructions illustrated through step-by-step visuals (e.g., following simple map's directions).</p>	<p>R.2. understand short instructions illustrated through step-by-step visuals (e.g., following simple map's directions).</p>	<p>_____ is taller than _____        _____'s hair is long, _____'s hair is longer, _____'s hair is longest"        T introduces rules for more and most (used with words that are 2 syllables or longer except 2 syllable words which end in y) and illustrates use of –er and more with the following examples:        More beautiful, prettier, hungrier, more anxious</p> <p><b>See reading activity page at end of unit</b>  <b>Pre-reading</b></p> <p>T introduces comparative survey and sentences activity. Give each student a copy of the worksheet</p> <p>T tells the Ls to answer the four questions in the worksheet and write their answers in the second column of the table. T instructs the Ls to interview 5 classmates using the 4 questions on the worksheet. When the L has all the answers, he/she should write 4 comparative sentences based on the chart</p> <p><b>Reading for the first time</b>        T passes out the reading about Maria and Luis        Look for a comparison in the reading        Write a comparative sentence based on the reading</p> <p><b>Pair/Group feedback</b>        Check a partner's comparative sentence</p> <p><b>Reading for the second time</b>        Re-read passage and answer comprehension questions and some/any exercises        Write a summary sentence for the reading.</p> <p><b>Post-reading</b>        Review comprehension questions and some/any activities</p>	<p>20 minutes</p>
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<p><b>Assessment:</b> L writes a summary sentence of a text's main points, giving one or two details.</p>	<p>W.3. write a summary sentence of a text's main points, giving one or two details, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation).</p>	<p style="text-align: center;"><b>Pre-listening</b></p> <p>T asks Ls to come to the board and place store items relative to each other using prepositions they know. For example, they can place one picture card <b><u>on</u></b> another and say, "the coffee is on the flower".</p> <p style="text-align: center;"><b>Listening for the first time</b></p> <p>T plays preposition song <a href="https://www.youtube.com/watch?v=byszemY8PI8">https://www.youtube.com/watch?v=byszemY8PI8</a> --Ls listen to the song on the video and write each preposition they hear</p> <p style="text-align: center;"><b>Pair/group feedback</b></p> <p>T lists prepositions that are new to Ls on the board and explains each</p> <p style="text-align: center;"><b>Listening for the second time</b></p> <p>Ls place 2-3 objects from their backpacks in the positions mentioned in the song as they listen. T encourages Ls to sing along!</p> <p style="text-align: center;"><b>Post-listening</b></p> <p>With tape, T makes enough circles on the floor for groups of 4 Ls. Ls move themselves in the position described by the preposition relative to the circle on the floor. T calls each of the following "In, behind, in front of, outside, within, around and back, over". Finally, students write a summary sentence by providing three details from the activity they did before. They can use the discourse markers <b><u>First</u></b>, <b><u>Then</u></b>, <b><u>After that</u></b>, <b><u>Finally</u></b></p>	<p>25 minutes</p>
<p><b>Assessment:</b> L gives recommendations about convenient places to buy something.</p>	<p>SP.1. make recommendations about convenient places to buy something</p>	<p style="text-align: center;"><b>Spoken Production/Interaction</b></p> <p style="text-align: center;"><b>Planning</b></p> <p>T makes copy of goods pictures and makes decks of cards with goods/services (1 deck for each group of 4 students)</p> <p style="text-align: center;"><b>Organizing</b></p> <p>T organizes students into groups of 4 and passes one deck of goods cards per group</p> <p style="text-align: center;"><b>Rehearsing</b></p> <p>Students review vocabulary for goods/services and places</p>	<p>15 minutes</p> <p>30 minutes</p>

		<p><b>Interacting</b></p> <p>Ls draw a card from the deck and say, “I want to buy_____. Where can I go?” Other Ls name appropriate location where that item can be found.</p> <p><b>Describing</b></p> <p>T reviews names of goods and locations by giving recommendations about places to buy something by using sentence frames.</p>	
<b>Integrated Mini-Project</b>			<b>Time</b>
Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.			Adjust previous times listed above to allow 5 min each week.
<b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)			Group presentations can be week 5 or 6.
<b>Reflective Teaching</b>			
What worked well	What didn’t work well		How to improve
<b>Enduring Understanding Reflection</b>			
How well did the learners progress in their understanding of the Enduring Understanding?			
<b>Week Plan Self-Assessment</b>			
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls’ understanding.)			

<i>Learner Self-Assessment</i>					
<i>I can...</i>	<i>Yes</i>	<i>In progress</i>	<i>No</i>		
discriminate short instructions illustrated through step-by-step visuals (e.g., following simple map's directions).					
write a summary sentence of a text's main points, giving one or two details.					
give recommendations about convenient places to buy something.					
show how I have worked with others this week.					

## Didactic Planning Week # 2

Level: 8 <sup>th</sup>		Unit: 4
<b>Domain: Transactional</b>	<b>Scenario:</b> Going Shopping!	<b>Theme:</b> Getting what I need at the right place
<b>Enduring Understanding:</b> The choices made when deciding what and where to shop may impact a family's budget. <b>Essential Question:</b> How does what and where we shop affect the country's economy and context?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frames</b> <u>Modals should/shouldn't</u> – You shouldn't shop at that store because it is very expensive. – You should compare prices.  <u>How much/How many</u> – How much does it cost? – How many cookies do you need?  <u>Count/Uncountable Nouns</u> – Is there any milk? – How much rice do you need?  <b>Vocabulary</b> <u>Getting what I need at the right place</u>  <u>Goods</u>	<b>Function</b> – Describing goods and services you can you get in different places.  <b>Discourse Markers</b> <u>Linkers: Sequential past time</u> First, Then, After, Finally	<b>Psychosocial</b> – Valuing making well thought out, effective decisions (ex: where to go in town for a certain item, using a map to get to a destination).  <b>Proverbs/Quotes</b> – Burn a hole in my pocket – Window shopping

<ul style="list-style-type: none"><li>– Goods are things that you can keep, eat, or use. food, clothing, toys, furniture, toothpaste, game, book, flower, paint, toys, tools, books, pets, plants, household goods</li></ul> <p><u>Service</u></p> <ul style="list-style-type: none"><li>– A service is something that someone does for you.</li></ul> <p>fix cars, get a checkup, get haircuts, mail delivery, clean a messy house, transport people and goods, cut grass and plants flowers, trees, paint buildings, help children learn, keeps neighborhoods safe</p> <p><b>Phonology</b></p> <ul style="list-style-type: none"><li>– Practicing words with the final e (-ake, -ute, -ime)</li></ul>			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
		<p><b>Pre-teaching</b></p> <p><b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Participating</b></p> <p><b>Warm up</b>T passes out goods cards from week 1 and tapes shops on board. Ls come to board and say, “I can buy _____ at the _____”</p> <p><b>Engaging</b></p> <p><b>Activation of prior knowledge</b> T asks Ls what they can buy at the bank, bus station, and clinic. T describes the difference between a good and a service. T asks Ls, “What services are provided in this town?”</p>	<p>5 minutes</p> <p>10 minutes</p>

		<p style="text-align: center;"><b>Introducing</b></p> <p style="text-align: center;"><b>T uses PPT to explain the following concepts</b></p> <p style="text-align: center;">T reviews new vocabulary (opposites) from the dialogue: More expensive/cheaper, brighter/duller, higher/lower</p> <p style="text-align: center;">T also reviews modal verbs 'should' and 'shouldn't'</p> <p>T explains that we use should and shouldn't to give advice or to talk about what we think is right or wrong.</p> <p style="text-align: center;">"You should" means something like 'I think it is a good idea for you to do it'.</p> <p style="text-align: center;">"You shouldn't" means something like 'I think it is a bad idea for you to do it'.</p> <p style="text-align: center;">"Should" is used to express the opinion of a speaker and often follows I think or I don't think.</p> <p style="text-align: center;"><b>Examples</b></p> <p style="text-align: center;">You look tired. I think you should rest.</p> <p style="text-align: center;">Should you be working so much?</p> <p style="text-align: center;">- I have an English test tomorrow.</p> <p style="text-align: center;">- You shouldn't worry about it. You have worked really hard.</p> <p style="text-align: center;">- I never have enough money.</p> <p style="text-align: center;">- I don't think you should go out so much.</p> <p>T explains that modal verb goes before the verb. The modal begins a question. Notice how the modal verb is used in the following dialogue.</p>	<p>10 minutes</p>
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<p><b>Assessment:</b> L recognizes the main idea of a presentation on a topic when the subject is familiar to them and it is delivered slowly.</p>	<p>L.1. understand the main idea of a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly (e.g., another student's report about different services they can get in a community).</p>	<p style="text-align: center;"><b>Pre-listening</b>  Show some pictures introduce the situation learners will listen.  <b>Listening for the first time</b>  Listen to the dialogue to understand the purpose of the interaction and roles of the two women.  <b>Pair/Group feedback</b>  1. Who are the two women in the dialogue?  2. What is the customer buying?  3. What are her concerns about the jacket?  4. What does the salesperson say to try to encourage her to buy the jacket?  5. How does she pay for the jacket?  <b>Listening for the second time</b>  Ls listen again and check their answers.  <b>Post-listening</b>  T passes out modal verb activity. Ls complete the activity and T reviews when they are finished.</p>	<p>15 minutes</p>
<p><b>Assessment:</b> L asks appropriate questions during a conversation to ensure that the other person understands points being made or information being given.</p>	<p>Sl.1. ask appropriate questions during a conversation to ensure the other person understands points being made or information being give</p>	<p style="text-align: center;"><b>Planning</b>  T passes out dialogue handout with exercises. Ls are organized in pairs.  <b>Organizing</b>  Ls rewrite the dialogue substituting the first and second sets of words in the right places.  <b>Rehearsing</b>  Ls read the dialog alone, practicing pronunciation and ensuring they understand the vocabulary.  <b>Interacting</b>  Ls then practice the dialogues with a partner, substituting the new words. Ls switch roles for the second dialogue.  <b>Describing</b>  T clarifies pronunciations and meanings that she has noticed have caused confusion for students as she has walked around the room, listening to students recite dialogues. Volunteers come to front of room to perform dialogue for class.</p>	<p>20 minutes</p>

		<p style="text-align: center;"><b>Spoken Interaction</b>  <b>Planning</b></p> <p style="text-align: center;">T directs Ls attention to survey activity on dialogue handout</p> <p style="text-align: center;"><b>Organizing</b></p> <p>T explains that Ls will walk around the class and talk to other class members (quietly). Ls compliment their classmates on something they are wearing and then ask questions about that clothing item. Ls use the questions on the survey and create their own questions to clarify answers. Ls complete the table on the worksheet, using answers from at least 6 classmates.</p> <p style="text-align: center;"><b>Rehearsing</b></p> <p style="text-align: center;">T models activity, using one L from classroom. Practice questions and statements that will be used in the interview.</p> <p style="text-align: center;">“I love your _____” or “Your _____ looks good on you!”</p> <p style="text-align: center;">Where did you buy it?  When did you buy it?  How much did it cost?  How did you pay for it?  Were you satisfied with it?</p> <p style="text-align: center;"><b>Interacting</b></p> <p style="text-align: center;">Ls perform activity with at least 6 classmates and complete table</p> <p style="text-align: center;"><b>Describing</b></p> <p style="text-align: center;">T models debrief and writes the following questions on the board:</p> <p style="text-align: center;">Name one student that you interviewed  What item did you discuss?  Where did he/she buy it?  When did he/she buy it?  How much did it cost?  How did he/she pay for it?</p>	<p>25 minutes</p> <p>10 minutes</p>
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<p><b>Assessment:</b> L writes straightforward text on topics familiar to them.</p>	<p>W.2. write straightforward text on topics familiar to them</p>	<p>Was he/she satisfied with the item?</p> <p><b>Written Production: Create an ad for a commercial product</b></p> <p><b>Pre-writing:</b> T reviews ads (in this week's PPT). What components do they all have? Assignment: Create an ad for a product that you can buy in one of the stores we've learned about. Include: A picture A description Positive features A comparison with another, similar product Price Where can your product be found?</p> <p><b>Drafting</b> Create your ad</p> <p><b>Revising</b> Have a partner review your ad and make recommendations for improvement</p> <p><b>Editing</b> Ls edit ads.</p>	<p>25 minutes</p>
Integrated Mini-Project			Time
<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p>			<p>Adjust previous times listed above to allow 5 min each week.</p>

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show how I have worked with others this week.

### Didactic Planning Week # 3

Level: 8 <sup>th</sup>		Unit: 4
Domain: Transactional	Scenario: Going Shopping!	Theme: Where is It?
<b>Enduring Understanding:</b> The choices made when deciding what and where to shop may impact a family's budget <b>Essential Question:</b> How does what and where we shop affect the country's economy and context?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frames</b> Article a/an <ul style="list-style-type: none"> <li>There is a bank in front of the park. The Citi Bank is next to the church.</li> </ul> Imperatives +/- <ul style="list-style-type: none"> <li>Request the warranty.</li> <li>Don't forget to ask for a receipt.</li> </ul> Demonstratives (those/these, this, that) <ul style="list-style-type: none"> <li>How much are these/those shoes?</li> <li>Those are fifteen thousand colones.</li> </ul> <b>Vocabulary</b> <u>Where is it?</u> <ul style="list-style-type: none"> <li>Right over there, nearby, around the corner, down the street, next to, about five minutes from here, turn left/right, go across, go down,</li> </ul>	<b>Function</b> - Exchanging information for shopping wisely.  <b>Discourse Markers</b> Linkers: Sequential past time First, Then, After, Finally	<b>Psychosocial</b> <ul style="list-style-type: none"> <li>Valuing making well thought out, effective decisions (ex: where to go in town for a certain item, using a map to get to a destination).</li> <li>Demonstrating interest to take part in simple social interactions when asked.</li> </ul> <b>Proverbs/Quotes</b> Social Language <ul style="list-style-type: none"> <li>Shopping mall</li> <li>I'm just looking.</li> </ul>

go through, go out of, in front of, opposite, on the corner.  <b>Phonology</b> <ul style="list-style-type: none"> <li>Practicing words with the final e (-ake, -ute, -ime)</li> </ul>			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
		<p><b>Pre-teaching</b></p> <p><b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc. <i><b>T instructs students to bring colored pencils to the next class.</b></i></p> <p><b>Participating</b></p> <p><b>Warm up</b> T plays preposition game with mouse (this week's PPT). Ls supply correct preposition</p> <p><b>Engaging</b></p> <p><b>Activation of prior knowledge</b> T replays preposition video from week 1. Students manipulate 2-3 items on their desks to mimic prepositions in song.</p> <p><b>Introducing</b></p> <p>T review vocabulary from dialogue using PPT: Right, left, straight, block, intersection, far, close, traffic light, middle, corner</p>	<p>5 minutes</p> <p>15 minutes</p>

Assessment: L discriminates simple technical explanations if given slowly and clearly and opportunity is given for clarification..	L.2. understand simple technical explanations if given slowly and clearly and opportunity is given for clarification (e.g., how to get to different	<p><b>Pre-listening</b></p> <p>Show pictures to guide students about the conversation they are going to listen.</p> <p><b>Listening for the first time</b></p> <p>T plays dialog once, then passes out gap fill activity. Ls listen again and fill in the gaps</p> <p><b>Pair/Group feedback</b></p> <p>Review gap fill activity</p> <p><b>Listening for the second time</b></p> <p>Ls listen again and check all their gap fills as they listen</p> <p><b>Post-listening</b></p> <p>Ls practice dialogue substituting words and phrases as found on their worksheets. They write a new dialogue by mixing and matching alternative phrases.</p>	10 minutes
Assessment: L asks someone to say something more clearly, to explain something a different way, or to repeat what has been said.	<p>SI.2. ask someone to say something more clearly, to explain something a different way, or to repeat what has been said.</p> <p>places</p>	<p><b>Spoken Interaction/Production</b></p> <p><b>Planning</b></p> <p>T makes signs for floor saying: bank, library, school, church, florist, hardware store.</p> <p><b>Organizing</b></p> <p>T tapes signs to represent community buildings on the floor around the classroom and moves all student desks to the sides of the room. T asks for 3 volunteer Ls.</p> <p><b>Rehearsing</b></p> <p>2 Ls are called to the front of the room to model direction giving. One L volunteers to be blindfolded.</p> <p>Two other Ls give directions to the store—"Go straight two steps, turn right..." Blindfolded student follows directions to get to destination.</p> <p><b>Interacting/Describing</b></p> <p>Ls mix locations of signs that represent buildings in the town and repeat the activity with 3 more students until every group of 3 has had a chance.</p>	25 minutes
		<p><b>Activity 2 Spoken Interaction/Production</b></p> <p><b>Planning</b></p>	30 minutes

<p>Assessment: L writes recommendations about going shopping wisely.</p>	<p>W.1. write recommendations about going shopping wisely.</p>	<p>T uses same goods and services cards and community cards used during week one. Also has cards saying: next to, behind, in front of, in, between</p> <p><b>Organizing</b></p> <p>T teaches rule for use of a and an with nouns. Example: an apple, a banana Teacher explains the use of this/that, these/those using this week's PPT</p> <p>T will use goods, services and preposition cards to review vocabulary, this, that, these and those and prepositions on the board . T models speech— T pulls a card from each of 3 decks—the preposition, the item (goods and services) card and the community cards and says, "This is an apple. This is a bank. (or these are bananas) "the apple is next to the bank". She says the final sentence as she places the apple next to the bank on the board. Finally, teacher asks class (when standing away from the board) "What is that?" (pointing at the apple, then at the bank) or "What are those?" (for plural items)</p> <p><b>Rehearsing</b></p> <p>Volunteer L is called to the front and draws one card from each of the 3 decks and repeats teachers actions from the organizing section. This is repeated with each student or with pairs of students.</p> <p><b>Interacting/Describing</b></p> <p>Ls summarize rules for a/an, this/that, these/those</p> <p><b>Pre-writing:</b></p> <p>Discuss with classmate five good recommendations when going shopping. Search in internet for recommedations for good shoppers. If necessary, provide a guided writing with some sentence frames.</p> <p><b>Drafting</b></p> <p>Write some recommendations to your mom when going shopping to the supermarket. Make sure you ues the sequentials first, next, then, finally.</p> <p><b>Revising</b></p>	<p>25 minutes</p>
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<p>identifies and manipulates English language sounds using knowledge in phonics, syllabification, and word parts.</p>	<p>identify and manipulate English language sounds using knowledge in phonics, syllabification, and word parts.</p>	<p>In pairs read the recommendations and revise them by using teachers instrument.</p> <p><b>Editing</b></p> <p>Ls edit the recommendations and publish them on the bulletin board.</p> <p><b>Phonology</b></p> <p><b>Recognition</b></p> <p>Students find examples of silent e words from dialogue and exercises: Excuse, office, sure, here, come, side, welcome</p> <p><b>Articulation</b></p> <p>T slowly pronounces each of the words</p> <p><b>Production:</b></p> <p>Ls repeat pronunciation of each word and determine if the word has a long vowel sound. The silent e should cause the earlier vowel to be pronounced with its long sound but there are exceptions. Which of the words doesn't follow the long vowel with silent e rule? (answer: office, come, welcome)</p>	<p>10 minutes</p>
<p><b>Integrated Mini-Project</b></p> <p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p>			<p><b>Time</b></p> <p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week</p>

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**Didactic Planning**  
**Week # 4**

Level: 8 <sup>th</sup>		Unit: 4
Domain: Transactional	Scenario: Going Shopping!	Theme: How can I get there?
Enduring Understanding: Essential Question:		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p><b>Grammar &amp; Sentence Frames</b></p> <p>Modals have to</p> <ul style="list-style-type: none"> <li>When you go shopping you have to look for the best price.</li> </ul> <p>Prepositions</p> <ul style="list-style-type: none"> <li>Turn to the right and then turn to the left.</li> <li>The supermarket is in front of the bank.</li> <li>There is a bakery behind the mall</li> </ul> <p>Zero Conditional</p> <ul style="list-style-type: none"> <li>If you go shopping, you need to:</li> </ul> <p><b>Vocabulary</b></p> <p><u>How can I get there?</u></p> <p>Go straight on, when you come to the crossroads, go across the roundabout, Take the first turn/road/street on your left/right, Go on for about (10 minutes/200 meters).</p> <p><b>Phonology</b></p>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>Giving directions to get to retail shops and services in town.</li> </ul> <p><b>Discourse Markers</b></p> <p>Linkers: Sequential past time First, Then, After, Finally</p>	<p><b>Psychosocial</b></p> <p>Demonstrating interest to take part in simple social interactions when asked.</p> <p><b>Proverbs/Quotes</b></p>

Review			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
		<p><b>Pre-teaching</b></p> <p><b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Participating</b></p> <p><b>Warm up:</b> Class forms a line. T gives directions: Go straight 2 steps. Turn right. Go one step. Turn left. Go 3 steps. Turn around. Sit down.</p> <p><b>Engaging</b></p> <p><b>Activation of prior knowledge:</b> T pastes places in the community (from week 1 plus additional from this week) across white board. T reviews this vocabulary and introduces zoo, park, library, police station and supermarket. T forms 2 teams of Ls in back of class. Reads descriptions of buildings:</p> <p style="text-align: center;">Place to go when you get sick Place to go to learn math and science Place to buy bread Place to see exotic animals Place to report a crime Place to buy many types of food Place to watch a movie Place to catch a bus Place where children play Place to save money Place where you can borrow a book Place to buy a refrigerator</p>	<p>10 minutes</p> <p>5 minutes</p> <p>15 minutes</p>

<p><b>Assessment:</b> L discriminates directions for getting to a place, using everyday reference material (e.g., advertising material and city maps, GPS gadgets).</p>	<p>R.3. understand directions for getting to a place, using everyday reference materials (e.g., advertising material, city maps and GPS gadgets).</p>	<p>Place to drink coffee  Place to buy a shirt  Place to buy gas for your car  Place where you can mail a letter  Place to buy plants and flowers  Place to buy prescription drugs</p> <p>One person on each team is given a fly swatter and runs to swat the place described.  Before the team gets a point, that L must name the place.</p> <p><b>Introducing</b></p> <p>different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames.</p> <p><b>Pre-reading</b></p> <p>T passes out reading activity and explains that Ls should use Map 2 to answer the questions on the reading activity. This activity is done individually.</p> <p><b>Reading for the first time</b></p> <p>Ls review questions and clarify any vocabulary that is unclear with T. Ls complete activity sheet.</p> <p><b>Pair/Group feedback</b></p> <p>Ls compare answers with a partner.</p> <p><b>Reading for the second time</b></p> <p>T reviews answers with whole group.</p>	<p>25 minutes</p>
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<p><b>Assessment:</b> L discriminates simple technical explanations if given slowly and clearly and opportunity is given for clarification.</p>	<p>L.2. understand simple technical explanations if given slowly and clearly and opportunity is given for clarification (e.g., how to get to different places).</p>	<p style="text-align: center;"><b>Post-reading</b> T clarifies any questions that have arisen during the activity.</p> <p style="text-align: center;"><b>Pre-listening</b> T previously instructed Ls to bring colored pencils to class. Ls are given Map 1 on this week's activity page.</p> <p style="text-align: center;"><b>Listening for the first time</b> T describes activity by explaining that verbal instructions will be given and students must do what they are asked on the maps. They must work efficiently to finish each instruction before the next.</p> <p style="text-align: center;"><b>Pair /group feedback</b> Learners clarify or repeat instructions by working in pairs.</p> <p style="text-align: center;"><b>Listening for the second time</b> T provides the following verbal instructions:  1. Color the map as follows: Blue-water, Red-fire station, Orange-library, Yellow-schools, Green-parks, Pink-city hall, Purple-hospital, Brown-community center.  2. Draw a green "X" at the intersection of Oak Street and 2nd Avenue.  3. Draw a black "X" where River Street meets Cat Bridge.  4. How many blocks are in 1 mile?</p> <p style="text-align: center;"><b>Post-listening</b> T asks Ls to come to board to complete tasks using colored white board markers to review activity</p> <p style="text-align: center;"><b>Planning</b> T gives Ls Map 2 on this week's activity page.</p>	<p style="text-align: center;">30 minutes</p>
<p><b>Assessment:</b> L tells a simple direction (e.g., how to get to a location) as well as offers simple</p>	<p>SP.2. tell a simple direction (e.g., how to get to a location) as well</p>		

249

<b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)																											
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**Didactic Planning**  
**Weeks 5 and 6**  
**Review and Integrated Mini-Project**

Level: 8 <sup>th</sup>		Unit 4: Going Shopping!	
<b>Enduring Understanding:</b> The choices made when deciding what and where to shop may impact a family’s budget. <b>Essential Question:</b> How does what and where we shop affect the country’s economy and context?			
Learn to Know		Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frame</b> <input type="checkbox"/> Did Ls use all sentence frames?  <b>Vocabulary</b> <input type="checkbox"/> Did Ls say aloud and write all vocabulary?  <b>Phonology</b> <input type="checkbox"/> Did Ls recognize, articulate and produce phonological sounds?		<b>Function</b> <input type="checkbox"/> Did Ls use all functions?  <b>Discourse Markers</b> <input type="checkbox"/> Did Ls practice connecting words: and, but, because?	<b>Psychosocial</b> Did Ls show evidence of ... <input type="checkbox"/> Being aware and committed to protecting the environment <input type="checkbox"/> Appreciating natural wonders  <b>Sociocultural</b> <input type="checkbox"/> Did Ls practice idioms and quotes?
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	
		<b>Oral Comprehension:</b> Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening <b>Written Comprehension:</b> Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading <b>Spoken Interaction/Production:</b> Planning; Organizing; Rehearsing; Using/Describing <b>Written Production:</b> Pre-writing; Drafting; Revising; Editing	
<input type="checkbox"/> Did Ls achieve all learning	<input type="checkbox"/> Can Ls do all tasks?	Referencing notes from formative assessments throughout the weeks, repeat activities to	
			<b>Time</b> Total: 120 min (3 lessons)
			All of week 5 or 6

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

Name \_\_\_\_\_

**Student survey and chart:**

1. Give each student a copy of the worksheet
2. Tell the students to answer the four questions in the worksheet and write their answers in the second column of the table.
3. Instruct the students to interview 5 classmates using the 4 questions
4. When the student has all the answers, he/ she should write 4 comparative sentences based on the chart

How old are you?

How expensive is your cell phone, do you think?

What size shoe do you wear?

How far is your home from the high school?

	You	_____	_____	_____	_____	_____
Age						
Phone cost						
Shoe size						
Distance from school						

When you have finished your chart, use the information to write 4 comparative and superlative sentences about your classmates.

Example: I am the oldest student in the group.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Reading

Maria and Luis like to shop carefully in order to save some money by buying items on sale. First, they look in the newspaper and on the internet before they go shopping. Then, they find the best place to buy specific items. After that, they decide where Marie will go and where Luis will go. Finally, they leave their house and go shopping. Today, Marie will go to Pali to buy canned and packaged goods and Luis will go to the farmer's market to buy some fruits and vegetables. They like to buy local fruits and vegetable to support local farmers and because these products are fresher and healthier. Sometimes, Marie buys canned and packaged goods at Maxi Pali but today, they are cheaper at Pali. Marie and Luis are careful to not buy more than they need. They often remind each other that, "You are not what you have".

What are Marie and Luis doing today?

What is the first thing Marie and Luis do when they prepare for shopping?

What will Luis buy?

What kind of fruits and vegetables does Luis buy? Why?

Why is Marie going to Maxi Pali instead of Pali?

What is the significance of Marie and Luis' statement, "You are not what you have?"

Fill in the blank with some or any.

1. Marie wants to find \_\_\_\_\_ cheap rice.
2. Does Maxi Pali have \_\_\_\_\_ coffee on sale?
3. Does the farmer's market have \_\_\_\_\_ strawberries?
4. You need to buy \_\_\_\_\_ new shoes. These are too small.
5. I saw \_\_\_\_\_ shoes on sale downtown yesterday.
6. Are you going shopping? No, I don't need \_\_\_\_\_ food today.
7. Do you have \_\_\_\_\_ sugar I can borrow?
8. Sorry you can't buy the rice that is on sale. There isn't \_\_\_\_\_ more.

### **Goods Cards**











## Places in a Community

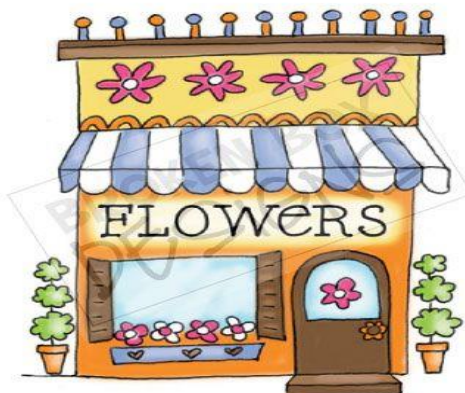


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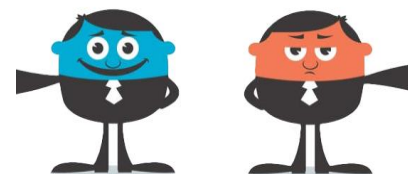






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## Modal Verbs: Should and Shouldn't



Complete the following sentences using should and shouldn't

You \_\_\_\_\_ be so selfish.

I don't think you \_\_\_\_\_ smoke so much.

You \_\_\_\_\_ exercise more.

I think you \_\_\_\_\_ try to speak to her.

You are overweight. You \_\_\_\_\_ go on a diet.

Where \_\_\_\_\_ we park our car?

You \_\_\_\_\_ never speak to your mother like this.

The kids \_\_\_\_\_ spend so much time in front of the TV.

\_\_\_\_\_ I tell her the truth or \_\_\_\_\_ I say nothing?

I think we \_\_\_\_\_ reserve our hotel in advance.

## CONVERSATION: IN A CLOTHES STORE.



- |           |                                                                                    |     |
|-----------|------------------------------------------------------------------------------------|-----|
| Clerk:    | <i>I really like that <u>jacket</u>!</i>                                           | (1) |
|           | <i>It looks good on you. You should get it.</i>                                    |     |
| Customer: | <i>I don't know.</i>                                                               |     |
|           | <i>It's <u>more expensive than</u> the one at the other store.</i>                 | (2) |
|           | <i>Do you have any that are <u>cheaper</u>?</i>                                    |     |
| Clerk:    | <i>But this one is much higher quality and <u>it looks really good on you.</u></i> | (3) |
|           | <i>I'll tell you what: I'll give you a <u>10%</u> discount.</i>                    | (4) |
| Customer: | <i>How much is it then?</i>                                                        |     |

Clerk: With tax, the total comes to \$48.50. (5)

How would you like to pay?

Customer: I'll put it on my credit card. (6)

Rewrite the dialogue substituting the following phrases. Practice these new dialogues with your partner.

- |     |                  |     |                                         |     |                                                       |
|-----|------------------|-----|-----------------------------------------|-----|-------------------------------------------------------|
| (1) | sweater<br>shirt | (2) | not as stylish as<br>much brighter than | (3) | it goes well with your pants<br>it matches your shoes |
| (4) | 25%<br>15%       | (5) | \$38.62<br>\$28.87                      | (5) | write a check<br>pay with cash                        |

## SURVEY THE CLASS



Walk around the class and talk to other class members. Compliment them on something they are wearing. And then ask them questions about that clothes item. Use the questions below and create your own questions to clarify answers. For example: "Where did you get it?" "In San Jose." "Where in San Jose?" Complete the following table, using answers from at least 6 classmates.



Name	Item	Shop	Date of Purchase	Price	Payment Method	Satisfied?


## Week 2 Unit 4

Should/shouldn't and comparatives

1

Expensive, cheap, cheaper



2

Brighter/duller



3

Higher and lower



4

Should and Shouldn't: Used to give advice



5

Should and shouldn't

- "You should" means, "I think it is a good idea for you to do it".
- "You shouldn't" means, "I think it is a bad idea for you to do it".
- "Should" expresses the opinion of a speaker and often follows I think or I don't think.

6

Rules

- Should and shouldn't are modal verbs
- The modal verb goes before the verb in the sentence

7

Examples

- You look tired. I think you should rest
- Should you be working so much?
- I have an English test tomorrow
- You shouldn't worry about it. You have worked really hard
- I never have enough money
- I don't think you should go out so much

8

## Advertisements (Ads)

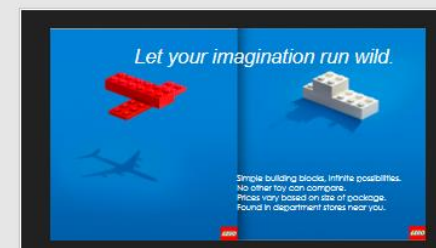
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10



11



12

Week 3, Unit 4 Dialogue

**Listen to the following dialogue.**

**Person on the Street:** Excuse me. Can you tell me how to get to the post office?

**2nd person:** I'm sorry. I don't know. I'm from out of town.

**Person on the Street:** Excuse me. Do you know where the post office is?

**Third Person:** Sure. It's not far from here. First, walk straight ahead until you get to Main Street then...

**Person on the Street:** Sorry to interrupt you. How many blocks is that?

**Third Person:** It's about two or three blocks. It's the first traffic light you'll come to. After you get to Main Street, turn right and walk one block to Broadway. Finally, you will turn left and go half a block.

**Person on the Street:** What side of the Street is it on?

**Third Person:** Coming from this direction, it will be on your right side. It's in the middle of the block, next to Sweet's Ice Cream Shop. You can't miss it. Do you want me to repeat any of that?

**Person on the Street:** No, that's okay. I've got it. Thanks a lot.

**Third Person:** You're welcome!



**Listen to the dialogue again and fill in the gaps**

**Person on the Street:** \_\_\_\_\_ me. Can you tell me how to get to the \_\_\_\_\_?

**2nd person:** I'm sorry. I don't know. \_\_\_\_\_ from out of town.

**Person on the Street:** Excuse me. Do you know where the post office is?

**Third Person:** Sure. It's not \_\_\_\_\_ from here. First, walk \_\_\_\_\_ ahead until you get to Main Street then...

**Person on the Street:** Sorry to interrupt you. How \_\_\_\_\_ blocks is that?

**Third Person:** It's about two or three \_\_\_\_\_. It's the first traffic light you'll come to. After you get to Main Street, turn \_\_\_\_\_ and walk one block to Broadway. Finally, you will turn \_\_\_\_\_ and go half a block.

**Person on the Street:** What \_\_\_\_\_ of the street is it on?

**Third Person:** Coming from this direction, it will be on your \_\_\_\_\_. It's in the \_\_\_\_\_ of the block, next to Sweet's Ice Cream Shop. You can't miss it. Do you want me to repeat any of that?

**Person on the Street:** No, that's okay. I've \_\_\_\_\_it. Thanks a lot.

**Third Person:** You're welcome!

**Read the following dialogue with your partners three times. Take turns playing each of the characters.**

**Person on the Street:** Excuse me. Can you tell me how to get to the post office? (1)

**2nd person:** I'm sorry. I don't know. I'm from out of town. (2) (3)

**Person on the Street:** Excuse me. Do you know where the post office is?

**Third Person:** Sure. It's not far from here. First, walk straight ahead until you get to Main Street then... (4)

**Person on the Street:** Sorry to interrupt you. How many blocks is that? (5)

**Third Person:** It's about two or three blocks. It's the first traffic light you'll come to. After you get to Main Street, turn right and walk one block to Broadway. Finally, you will turn left and go half a block. (6)

**Person on the Street:** What side of the Street is it on?

**Third Person:** Coming from this direction, it will be on your right side. It's in the middle of the block, next to Sweet's Ice Cream Shop. You can't miss it. Do you want me to repeat any of that? (7) (8)(9)

**Person on the Street:** No, that's okay. I've got it. Thanks a lot. (10)

**Third Person:** You're welcome!

**Practice the dialogue again, substituting the following words at the correct places.**

1. The museum, ...the zoo, ...the school, ...the train station, ...the movie theater
2. I'm afraid not.
3. I don't live here/ I'm just visiting.
4. It's really close to here/ It's only about a 10 minute walk from here.
5. How far is that?
6. It's the second intersection.
7. It's on the corner
8. Between the pharmacy and the church/ across the Street from the park

9. Did you catch all of that?

10. I understand

### **Preposition Cards**

**IN**

**ON**

**ABOVE**

**UNDER**

**BEHIND**

**NEXT TO**

**BETWEEN**

**IN FRONT OF**



1



2



3



4



5



6



7



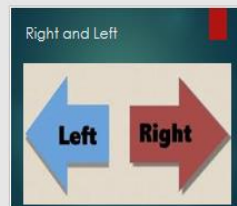
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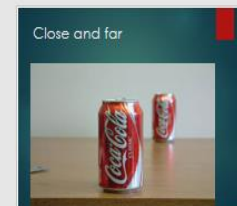
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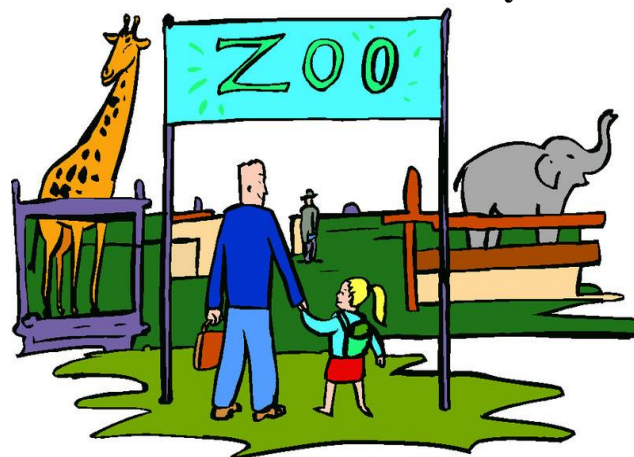


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## Unit 4, Week 4 Activities

### Places in the community



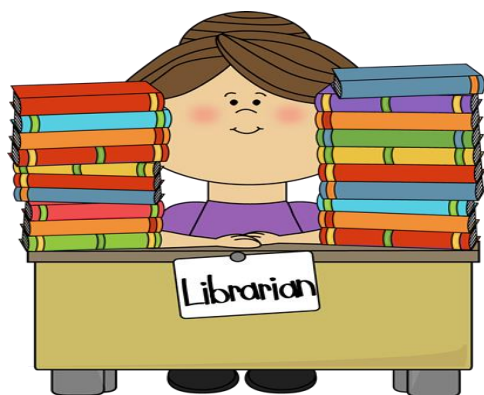


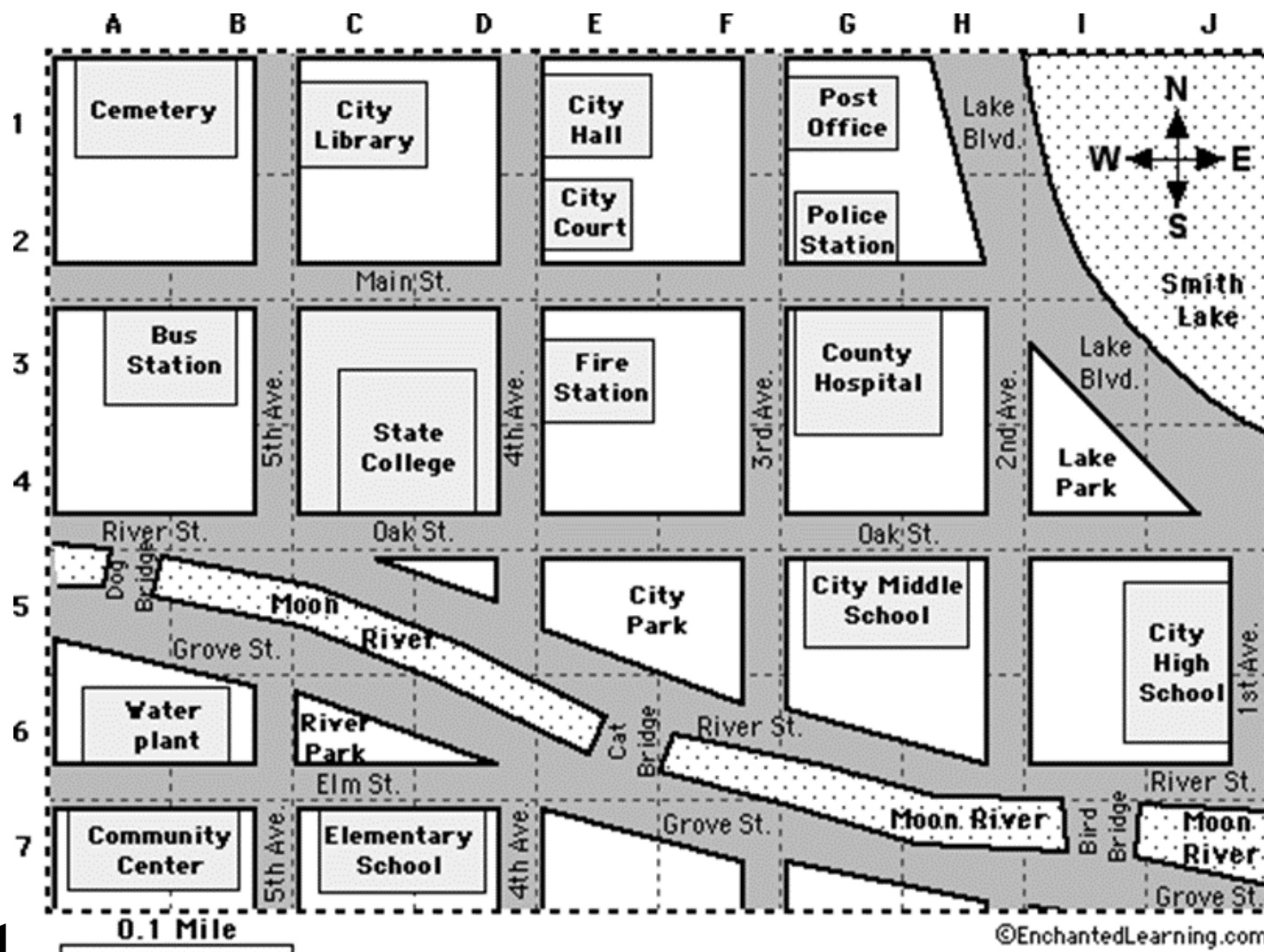
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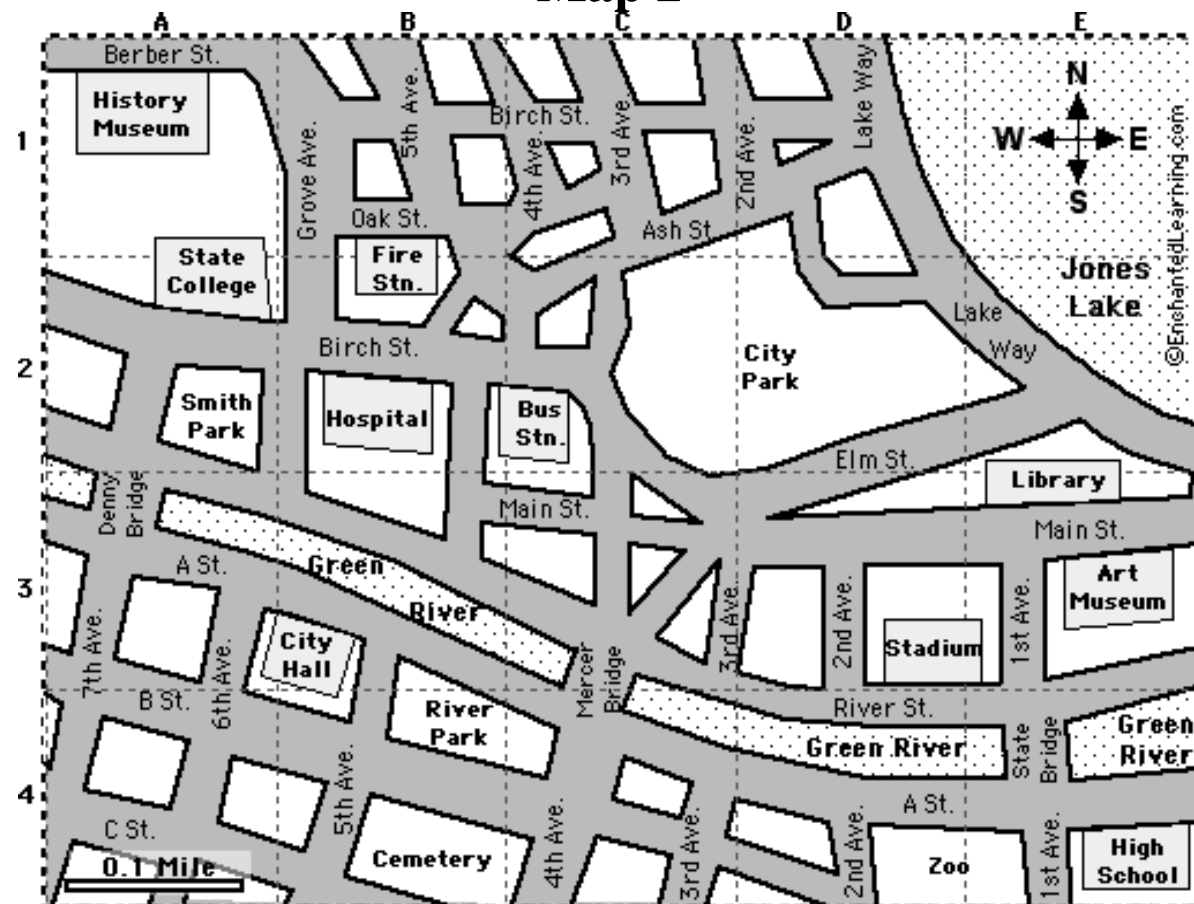
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**Map 1**

**Map 2**



## Reading Activity

1. Color the map as follows: Blue-water, Red-fire station, Orange-museums, Yellow-stadium, Green-parks, Pink-city hall, Purple-hospital, Brown-cemetery.
2. Draw a green "X" at the intersection of C Street and 6th Avenue. Draw a black "X" where River Street meets State Bridge.
3. In red, draw a short street route from the library to city hall. Write instructions for the route you drew.
4. Which bridge is closest to the Art Museum? \_\_\_\_\_
5. Which is farther north, River Park or City Park? \_\_\_\_\_
6. How far (in miles) is it from the bus station to the hospital? \_\_\_\_\_
7. If you cross Denny Bridge going north, turn right at River St., turn left at Grove Ave., turn right at Oak St. and walk half a block, what building do you see on your right? \_\_\_\_\_
8. What park is located in A2? \_\_\_\_\_
9. When you look north, you see the river. When you look east, you see the High School. Where are you?  
\_\_\_\_\_

## Spoken Production Activity

Student A	Student B
Give your partner directions from the cemetery to the library.	Use a pencil to follow your partner's directions on the map. Repeat the directions back to him/her.
Use a pencil to follow your partner's directions on your map. Repeat the directions back to him/her.	Give your partner directions from the zoo to Jones Lake.

Level 8th		Unit 5		
CEF level to be reached: A2				
Scenario: Unforgettable Events				
Enduring Understanding	People’s personal experiences shape their lives and connect them to the world.			
Essential Question	How do our life experiences shape who we are now?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5/6
<p><b>Assessment:</b> L extracts main ideas from diagrams, with accompanying text.</p> <p>R.2. extract main ideas from diagrams, with accompanying text, and use information to answer questions if given lead-in phrases.</p> <p><b>Assessment:</b> L asks for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology).</p> <p>SI.1. ask for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology).</p> <p><b>Assessment:</b> L writes short dialogues about personal events.</p> <p>W.1. use text as a stimulus to write short dialogue about a personal event.</p>	<p><b>Assessment:</b> L recognizes the gist of a short text.</p> <p>L.3. understand the gist of a short text when read aloud clearly and slowly.</p> <p><b>Assessment:</b> L asks and answers questions about a personal, family, national or worldwide event.</p> <p>SI.2. ask and answer questions about a personal, family, national or worldwide event.</p> <p><b>Assessment:</b> L identifies learners’ contributions in class, and uses these responses as models for their own.</p> <p>L.1. listen to other students’ contributions in class, and use these responses as models for their own.</p> <p><b>Assessment:</b> L describes events using simple words or sentences</p>	<p><b>Assessment:</b> L distinguishes the main points of an age-appropriate audio-visual presentation.</p> <p>L.2. identify the main points of an age-appropriate audio-visual presentation (news items reporting events, accidents).</p> <p><b>Assessment:</b> L gives personal reactions to a piece of age-appropriate literature.</p> <p>W.2. give personal reactions to a piece of age-appropriate literature related to personal, family, national or worldwide event, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p> <p><b>Assessment:</b> L explains reasons for an event briefly.</p> <p>SP.3. explain reasons for an event briefly (electronic device, pet, new</p>	<p><b>Assessment:</b> L recognizes the main information and a few details in short articles and reports.</p> <p>R.3. understand the main information and a few details in short articles and reports (e.g., a national or world event) if they deal with familiar subjects.</p> <p><b>Assessment:</b> L recognizes the gist of a short text.</p> <p>L.3. understand the gist of a short text when read aloud clearly and slowly.</p> <p><b>Assessment:</b> L asks for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology).</p> <p>SI.1. ask for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology).</p> <p><b>Assessment:</b> L gives personal reactions to a piece of age-appropriate literature.</p> <p>W.2. give personal reactions to a</p>	<p><b>Assessment</b></p> <p>Anecdotal reports/rubrics/ instruments for self and co-assessment</p> <p><b>Suggested Integrated Mini project</b></p> <p>A newscast including reports about national or worldwide events.</p> <p>An oral description of photomontage (or painted/drawn mural) about national or worldwide events.</p>

<b>Assessment:</b> L uses simple words to give his/her opinion. SP.1. use simple words to give his/her opinion about a personal, family, national or worldwide event.	frames. SP.2. describe events using simple words or sentence frames about a personal, family, national or worldwide event.	bridge in the town, a flood, airport, human rights).	piece of age-appropriate literature related to personal, family, national or worldwide event, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).
<b>Phonology Goal for Each Week:</b> <b>Assessment:</b> L ... R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.			
<b>Theme</b> A Day I'll Never Forget: in My Personal Life	<b>Theme</b> An Event I'll Never Forget: with My Family	<b>Theme</b> An Event I'll Never Forget: in Costa Rica	<b>Theme</b> An Event I'll Never Forget: in the World
<b>Function</b> – Identifying a personal, family, national or worldwide event.	<b>Function</b> – Describing a personal, family, national or worldwide event.	<b>Function</b> – Asking and giving information about a personal, family, national or worldwide event.	<b>Function</b> – Sharing information about a personal, family, national or worldwide event.
<b>Discourse Markers</b> <u>Linkers: Sequential past time.</u> An event I cannot forget is when the national soccer team came back from the World Cup in 2014. <b>First</b> , people from all over the country came to Paseo Colon wearing red shirts. <b>Then</b> , the main streets from the airport to the Sabana were closed. <b>After that</b> , people were on each side of the streets waiting to see the soccer players. <b>Finally</b> , the players celebrated with Costa Ricans for many hours.	<b>Discourse Markers</b> <u>Linkers: Sequential past time</u> – First, Then, After, Finally	<b>Discourse Markers</b> <u>Linkers: Sequential past time</u> – First, Then, After, Finally	<b>Discourse Markers</b> <u>Linkers: Sequential past time</u> – First, Then, After, Finally

Grammar & Sentence Frames	Grammar & Sentence Frames	Grammar & Sentence Frames	Grammar & Sentence Frames
<p><u>Contractions/Future Tense (will) with past continuous tense clause</u></p> <ul style="list-style-type: none"> <li>A day I'll never forget in my personal life <b>was</b> when I <b>was</b> <u>ing</u> ...</li> </ul> <p><u>Phrasal Verbs</u></p> <ul style="list-style-type: none"> <li>The day I first <b>asked</b> my girlfriend <b>out</b> was unforgettable.</li> </ul> <p><u>Adverbial phrases</u></p> <ul style="list-style-type: none"> <li>My trip last summer was <b>really</b> memorable.</li> </ul> <p><u>Indications of time</u> (Now, then, when, soon, ago, the year before last, last year, by the time I was)</p> <ul style="list-style-type: none"> <li><b>By the time I was</b> 12, I had seen all the provinces of Costa Rica.</li> </ul> <p><u>Comparatives and superlatives forms of adverbs</u></p> <ul style="list-style-type: none"> <li>That was the day I enjoyed the <b>most</b>.</li> </ul> <p><u>Wh- questions in the past</u></p> <ul style="list-style-type: none"> <li>Why was the event unforgettable?</li> </ul>	<p><u>Contractions/Future Tense (will) with past continuous tense clause</u></p> <ul style="list-style-type: none"> <li>A day I'll never forget with my family <b>was</b> when I <b>was</b> <u>ing</u> ...</li> </ul> <p><u>Phrasal Verbs</u></p> <ul style="list-style-type: none"> <li>When my family's car <b>broke down</b> on the highway, we had a lot of fun waiting for help.</li> </ul> <p><u>Adverbial phrases</u></p> <ul style="list-style-type: none"> <li>My family was <b>very</b> happy to spend time together when I was young.</li> </ul> <p><u>Indications of time</u> (Now, then, when, soon, ago, the year before last, last year, by the time I was)</p> <ul style="list-style-type: none"> <li><b>The year before last</b> we spent the summer on the beach.</li> </ul> <p><u>Comparatives and superlatives forms of adverbs</u></p> <ul style="list-style-type: none"> <li>We enjoyed this vacation to the <b>fullest</b>.</li> </ul> <p><u>Wh- questions in the past</u></p> <ul style="list-style-type: none"> <li>How did you decide to do that?</li> </ul>	<p><u>Contractions/Future Tense (will) with past continuous tense clause</u></p> <ul style="list-style-type: none"> <li>A day I'll never forget in Costa Rica <b>was</b> when <b>we were</b> <u>ing</u></li> </ul> <p><u>Phrasal Verbs</u></p> <ul style="list-style-type: none"> <li>When the Turrialba Volcano erupted, the highway was <b>shut down</b>.</li> </ul> <p><u>Adverbial phrases</u></p> <ul style="list-style-type: none"> <li>Costa Ricans are <b>extremely</b> proud of their World Cup experience.</li> </ul> <p><u>Comparatives and superlatives forms of adverbs</u></p> <ul style="list-style-type: none"> <li>That was the moment I remember <b>best</b>.</li> </ul> <p><u>Wh- questions in the past</u></p> <ul style="list-style-type: none"> <li>What other places did you visit?</li> </ul>	<p><u>Contractions/Future Tense (will) with past continuous tense clause</u></p> <ul style="list-style-type: none"> <li>An event I'll never forget in the world <b>was</b> when I <b>was</b> _____</li> </ul> <p><u>Phrasal Verbs</u></p> <ul style="list-style-type: none"> <li>With the picture of the Syrian child on the beach, many people <b>broke out</b> crying about receiving immigrants.</li> </ul> <p><u>Adverbial phrases</u></p> <ul style="list-style-type: none"> <li>Immigration is a <b>highly</b> sensitive matter for some people.</li> </ul> <p><u>Comparatives and superlatives forms of adverbs</u></p> <ul style="list-style-type: none"> <li>The news that day was filled with the <b>worst</b> pictures.</li> </ul> <p><u>Wh- questions in the past</u></p> <ul style="list-style-type: none"> <li>When did that world event happen?</li> </ul>
<p><b>Phonology</b></p> <p>minimal pair sounds:</p> <p><b>æ/ʌ</b> cat/cut ankle/uncle</p>	<p><b>Phonology</b></p> <p>minimal pair sounds:</p> <p><b>æ/ʌ</b> cat/cut ankle/uncle</p>	<p><b>Phonology</b></p> <p>minimal pair sounds:</p> <p><b>æ/ʌ</b> cat/cut ankle/uncle</p>	<p><b>Phonology</b></p> <p>Review</p>

ran/run drank/drunk match/much	ran/run drank/drunk match/much	ran/run drank/drunk match/much	
<b>Vocabulary</b>  <u>Personal life</u> – Birthday, wedding, my first kiss/boyfriend/girlfriend, my best cellphone, my unforgettable Christmas present	<b>Vocabulary</b>  <u>Events with my Family</u> – New Year's Eve/Day, Family meeting/reunion – Easter vacation/Holy week – Soccer game match	<b>Vocabulary</b>  <u>Events in Costa Rica</u> – A new road/bridge/highway – Arts Festival – Festival of the Light – National teams and athletes' participation in worldwide competitions.	<b>Vocabulary</b>  <u>Events in the World</u> – FIFA World Cup, Music Awards, Nobel prize winner/nominee, world's wonders, high tech invention – unforgettable, memorable, impact, influence, effect, bring to mind, take into account, event, occasion, incident, result
<b>Socio-cultural</b> – Allowing others to express themselves and to decode their emotions. – Showing interest in each person's life and feelings.  <b>Social Language</b> – A day I'll never forget – Remember when	<b>Psycho-social</b> – Demonstrating openness towards others experiences. – Listening assertively to one's own and other people's feelings and emotions.  <b>Social Language</b> – A blast – We rocked it	<b>Psycho-social</b> – Showing empathy: put oneself in the shoes of others' and listen to their needs.  <b>Sociocultural Quotes</b> – Two heads are better than one. – It's never over till it's over.	<b>Sociocultural</b> – Respecting human rights principles and inclusiveness.  <b>Idioms</b> – Move up in the world – Count your blessings – To tie the knot – Look the other way

## Didactic Planning Week # 1

Level: 8 <sup>th</sup>	Unit: 5	
<b>Domain:</b> Interpersonal	<b>Scenario:</b> Unforgettable Events	<b>Theme:</b> A Day I'll Never Forget: in My Personal Life
<b>Enduring Understanding:</b> People's personal experiences shape their lives and connect them to the world. <b>Essential Question:</b> How do our life experiences shape who we are now?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frames</b> <u>Contractions/Future Tense (will) with past continuous tense clause</u> – A day I'll never forget in my personal life <b>was</b> when I <b>was</b> ___ing ... <u>Phrasal Verbs</u> – The day I first <b>asked</b> my girlfriend <b>out</b> was unforgettable. <u>Adverbial phrases</u> – My trip last summer was <b>really</b> memorable. <u>Indications of time</u> (Now, then, when, soon, ago, the year before last, last year, by the time I was) – <b>By the time I was</b> 12, I had seen all the provinces of Costa Rica. <u>Comparatives and superlatives forms of adverbs</u> – That was the day I enjoyed the <b>most</b> .	<b>Function</b> Identifying a personal, family, national or worldwide event.  <b>Discourse Markers</b> Linkers: Sequential past time.	<b>Psychosocial</b> – Allowing others to express themselves and to decode their emotions. – Showing interest in each person's life and feelings.  <b>Social Language</b> – A day I'll never forget – Remember when

<p><u>Wh- questions in the past</u> Why was the event unforgettable?</p> <p><b>Vocabulary</b> <u>Personal life</u> – Birthday, wedding, my first kiss/boyfriend/girlfriend, my best cellphone, my unforgettable Christmas present</p> <p><b>Phonology</b> Minimal pair sounds: æ/ʌ cat/cut ankle/uncle ran/run drank/drunken match/much</p>			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
		<p><b>Pre-teaching</b> <b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Participating</b> <b>Warm up:</b> T shows some pictures about different <u>birthday gifts</u> (see Resources Section) and sts raise their Yes or NO cards if they have them or not. Then, sts classify them into two categories,</p>	

		<p>LIKE and DISLIKE by completing a chart.</p> <table><tr><td>LIKE</td><td>DISLIKE</td></tr><tr><td></td><td></td></tr></table> <p><b>Engaging</b></p> <p><b>Activation of prior knowledge:</b> As a class sts and T brainstorm different vocabulary related to important events in their lives.</p> <div></div> <p>T asks the sts if their birthdays are important for them. T asks Ls to work with partners and discuss the following questions:</p> <ul style="list-style-type: none"><li>➤ Which gifts have you gotten?</li><li>➤ Which one did you like the most?</li><li>➤ Which one did you dislike, and why?</li></ul> <p><b>Introducing</b></p> <p>Sts participate in a charade activity. T divides the group in two teams. The slips of paper with</p>	LIKE	DISLIKE			
LIKE	DISLIKE						

<p>R.2. L extracts main ideas from diagrams, with accompanying text.</p>	<p>R.2. extract main ideas from diagrams, with accompanying text, and use information to answer questions if given lead-in phrases.</p>	<p>vocabulary about important events are distributed between the two teams. Pick a member for each team to take turns acting out each phrase. Then, each team tries to guess. T shows some flashcards to sts and asks them to repeat the phrases out loud. (See resources section)</p> <p><b>Pre-reading</b>  Group discussion. T asks the given question to sts and elicits different answers.</p> <ul style="list-style-type: none"> <li>➤ What activities did you do on your last birthday?</li> <li>➤ What traditional foods do people prepare and eat at such events?</li> </ul> <p>T asks sts to work in pairs, gives them two envelopes one with words and another with sentences. Then, sts match them appropriately. (see Resources Section)</p> <p><b>1. Reading for the first time</b>  T and a partner read the following dialogue for sts.</p> <p><b>Father:</b> Hi Michael. Happy Birthday! How old are you today?  <b>Son:</b> Seven.  <b>Father:</b> Alright. Well, let's sing Happy Birthday:  <i>Happy Birthday to you,  Happy Birthday to you,  Happy Birthday dear Michael,  Happy Birthday to you.</i>  <b>Father:</b> Alright. So what should we do first?  <b>Son:</b> How about cake and ice cream?  <b>Father:</b> Okay. Well, uh let . . . let's light the candles. Okay, and make a wish! Don't . . . don't tell me.  <b>Son:</b> Don't tell you?  <b>Father:</b> Yeah, don't tell me. Okay, and go ahead and blow out the candles. Okay, let's cut the cake, and then we can have cake and ice cream. And what do you want to do after the cake and ice cream?  <b>Son:</b> Play <a href="#">freeze tag</a>.  <b>Father:</b> Now, how do you play tag?  <b>Son:</b> Um . . . one person is it, and the person who is it tries to tag everyone [Alright. And then . . . ] before I tag someone and then, another person tags me.  <b>Father:</b> Oh, wow. And whose coming over later today for your birthday?  <b>Son:</b> Well, everyone. Uh, my cousins, all my aunts and grandmas, grandpas.  <b>Father:</b> Alright. Well, Happy Birthday, Michael.</p>	
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		<p><b>2. Pair/Group feedback</b> Pairs solve a matching about birthday vocabulary. Then, sts write a short dialogue about a personal event (my first kiss/boyfriend/girlfriend, my best cellphone, my unforgettable Christmas present, family's wedding). T asks two or three couples to present their work.</p> <p><b>3. Reading for the second time</b> Sts read the dialogue by themselves paying attention to the new vocabulary presented.</p> <p><b>Father:</b> Hi Michael. Happy Birthday! How old are you today? <b>Son:</b> Seven. <b>Father:</b> Alright. Well, let's sing Happy Birthday: <i>Happy Birthday to you, Happy Birthday to you, Happy Birthday dear Michael, Happy Birthday to you.</i> <b>Father:</b> Alright. So what should we do first? <b>Son:</b> How about cake and ice cream? <b>Father:</b> Okay. Well, uh let . . . let's light the candles. Okay, and make a wish! Don't . . . don't tell me. <b>Son:</b> Don't tell you? <b>Father:</b> Yeah, don't tell me. Okay, and go ahead and blow out the candles. Okay, let's cut the cake, and then we can have cake and ice cream. And what do you want to do after the cake and ice cream? <b>Son:</b> Play <a href="#">freeze tag</a>. <b>Father:</b> Now, how do you play tag? <b>Son:</b> Um . . . one person is it, and the person who is it tries to tag everyone [Alright. And then . . .] before I tag someone and then, another person tags me. <b>Father:</b> Oh, wow. And whose coming over later today for your birthday? <b>Son:</b> Well, everyone. Uh, my cousins, all my aunts and grandmas, grandpas. <b>Father:</b> Alright. Well, Happy Birthday, Michael.</p> <p>Sts complete the multiple choice exercise based on the dialogue <a href="http://www.esl-lab.com/birthday/birthdayrd1.htm">http://www.esl-lab.com/birthday/birthdayrd1.htm</a></p> <p><b>4. Post-reading</b> Sts share a story about one of their favorite birthdays. How did they celebrate the day, and what made it special? Did they eat any special foods? What presents did they receive? Are there any unique birthday traditions and customs in their family or culture?</p>	
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W.1. L writes short dialogues about personal events.	W.1. use text as a stimulus to write short dialogue about a personal event.	<b>Pre-writing</b>  T introduces indications of time.(Now, then, when, soon, ago, the year before last, last year, by the time I was). Sts interview some classmates about a day they will never forget in their lives by using the given words in a sentence.  <table border="1"><tr><td>Name</td><td>Now</td><td>then</td><td>when</td><td>Ago</td></tr><tr><td>Me</td><td></td><td></td><td></td><td></td></tr><tr><td>Classmate A</td><td></td><td></td><td></td><td></td></tr><tr><td>Classmate B</td><td></td><td></td><td></td><td></td></tr><tr><td>Classmate C</td><td></td><td></td><td></td><td></td></tr></table>  Sts complete a mind map about a day they will never forget in their lives.  <b>Drafting</b> Sts choose one event and complete the following diagram with sentences about that important event and make a drawing for it.	Name	Now	then	when	Ago	Me					Classmate A					Classmate B					Classmate C					
		Name	Now	then	when	Ago																						
Me																												
Classmate A																												
Classmate B																												
Classmate C																												

		<p style="text-align: center;"><b>Sequencing</b></p> <p style="text-align: center;">Write a sentence and draw a picture to show the correct order of events from the story.</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="text-align: right; margin-right: 10px;"> <b>First</b>  <hr/><hr/><hr/><hr/> </div> <div style="border: 1px solid black; width: 120px; height: 50px; margin-left: 10px;"></div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="text-align: right; margin-right: 10px;"> <b>Next</b>  <hr/><hr/><hr/><hr/> </div> <div style="text-align: center; margin: 0 10px;">↓</div> <div style="border: 1px solid black; width: 120px; height: 50px; margin-left: 10px;"></div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="text-align: right; margin-right: 10px;"> <b>Then</b>  <hr/><hr/><hr/><hr/> </div> <div style="text-align: center; margin: 0 10px;">↓</div> <div style="border: 1px solid black; width: 120px; height: 50px; margin-left: 10px;"></div> </div> <div style="display: flex; align-items: center;"> <div style="text-align: right; margin-right: 10px;"> <b>Last</b>  <hr/><hr/><hr/><hr/> </div> <div style="text-align: center; margin: 0 10px;">↓</div> <div style="border: 1px solid black; width: 120px; height: 50px; margin-left: 10px;"></div> </div> </div> <p style="text-align: center; font-size: small;">© 2012 Amber Polk- <a href="#">Adventures of a Third Grade Teacher</a></p> <p>and then Ls write a dialogue about the event they will never forget.</p> <p><b>Revising</b> T monitors and checks to make sure that Ls' dialogues are correct and complete.</p> <p><b>Editing</b> Ls exchange dialogues with a classmate and check each other's for comprehension and correctness.</p> <p><b>Publishing</b> Ls publish their dialogues on the classroom board for other Ls to read them.</p>	
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L uses simple words to give his/her opinion.	SP.1. use simple words to give his/her opinion about a personal, family, national or worldwide event.	<p><b>Planning/</b>  <b>Ls think and list happy events from their lives.</b></p> <p><b>Organizing</b>  Ls describe a happy event in their lives. Sts should include information about:  ➤ When it happened.  ➤ Where it happened.  ➤ What it was.  Sts explain why it was a happy event in their lives.</p> <p><b>Rehearsing</b>  Sts get in pairs and present each other their work for peer interaction and practise.</p> <p><b>Producing</b>  T asks two or three students to present their work for the whole class.  T reviews the language for the unit by asking why the event was unforgettable.</p>	
<b>Integrated Mini-Project</b>			<b>Time</b>
Participating, thinking, acting out, responding, and sharing: ➤ A newscast including reports about national or worldwide events. ➤ An oral description of photomontage (or painted/drawn mural) about national or worldwide events.		Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation. <b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)	Adjust previous times listed above to allow 5 min each week.  Group presentations can be week 5 or 6.
<b>Reflective Teaching</b>			

What worked well	What didn't work well	How to improve																												
<p align="center"><b>Enduring Understanding Reflection</b></p> <p align="center">How well did the learners progress in their understanding of the Enduring Understanding?</p>																														
<p align="center"><b>Week Plan Self-Assessment</b></p>																														
<p>At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)</p> <table border="1"> <thead> <tr> <th align="center" colspan="4"><i><b>Learner Self-Assessment</b></i></th> </tr> <tr> <th align="center"><i><b>I can...</b></i></th> <th align="center"><i><b>Yes</b></i></th> <th align="center"><i><b>In progress</b></i></th> <th align="center"><i><b>No</b></i></th> </tr> </thead> <tbody> <tr> <td>ask for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology).</td> <td></td> <td></td> <td></td> </tr> <tr> <td>extract main ideas from diagrams, with accompanying text.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>write short dialogues about personal events.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>uses simple words to give his/her opinion.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>show how I have worked with others this week.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			<i><b>Learner Self-Assessment</b></i>				<i><b>I can...</b></i>	<i><b>Yes</b></i>	<i><b>In progress</b></i>	<i><b>No</b></i>	ask for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology).				extract main ideas from diagrams, with accompanying text.				write short dialogues about personal events.				uses simple words to give his/her opinion.				show how I have worked with others this week.			
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## Didactic Planning Week # 2

Level: 8 <sup>th</sup>		Unit: 5
<b>Domain:</b> Interpersonal	<b>Scenario:</b> Unforgettable Events	<b>Theme:</b> An Event I'll Never Forget: with My Family
<b>Enduring Understanding:</b> People's personal experiences shape their lives and connect them to the world.		
<b>Essential Question:</b> How do our life experiences shape who we are now?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p><b>Grammar &amp; Sentence Frames</b> <u>Contractions/Future Tense (will) with past continuous tense clause</u></p> <ul style="list-style-type: none"> <li>A day I'll never forget with my family <b>was</b> when I <b>was</b> ____ing ...</li> </ul> <p><u>Phrasal Verbs</u></p> <ul style="list-style-type: none"> <li>When my family's car <b>broke down</b> on the highway, we had a lot of fun waiting for help.</li> </ul> <p><u>Adverbial phrases</u></p> <ul style="list-style-type: none"> <li>My family was <b>very</b> happy to spend time together when I was young.</li> </ul> <p><u>Indications of time</u> (Now, then, when, soon, ago, the year before last, last year, by the time I was)</p>	<p><b>Function</b> Identifying a personal, family, national, or worldwide event.</p> <p><b>Discourse Markers</b> Linkers: Sequential past time First, Then, After, Finally</p>	<p><b>Psychosocial</b></p> <ul style="list-style-type: none"> <li>Demonstrating openness towards others experiences.</li> <li>Listening assertively to one's own and other people's feelings and emotions.</li> </ul> <p><b>Social Language</b></p> <ul style="list-style-type: none"> <li>A blast</li> <li>We rocked it</li> </ul>

- **The year before last**, we spent the summer on the beach.

Comparatives and superlatives forms of adverbs

- We enjoyed this vacation to the **fullest**.

Wh- questions in the past

- How did you decide to do that?

**Vocabulary**

Events with my Family

- New Year`s Eve/Day, Family meeting/reunion
- Vacation/Holy week
- Soccer game/match

**Phonology**

Minimal pair sounds:

**æ/ʌ**

cat/cut

ankle/uncle

ran/run

drank/drunk

match/much

Assessment Strategies & Evidences		Learner can		Didactic Sequence Mediation		Time Total: 120 min (3 lessons)
				<p><b>Pre-teaching</b></p> <p>Routine: Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Participating</b></p> <p><b>Warm up:</b> Sts watch a video about events in a family. Sts pay attention to verbs they hear. Then, sts answer some wh-word questions based on the information from the video.  <a href="https://www.youtube.com/watch?v=fkWOqalw6pQ">https://www.youtube.com/watch?v=fkWOqalw6pQ</a></p> <p>Questions</p> <ul style="list-style-type: none"> <li>➤ What celebration was described in the video?</li> <li>➤ How old was the girl when her brother came?</li> <li>➤ How did she feel?</li> <li>➤ How was her brother described?</li> </ul> <p><b>Engaging</b></p> <p><b>Activation of prior knowledge:</b> T says some important dates for family celebrations and sts try to guess.</p> <p><u>New Year's Eve/Day:</u> December 31st and January 1st  <u>Family meeting/reunión:</u> (Christmas – December 25th)  <u>Vacation:</u> From middle December to the beginning of February</p>		

<p>L.3. L recognizes the gist of a short text.</p>	<p>L.3. understand the gist of a short text when read aloud clearly and slowly.</p>	<p><u>Holy week</u>: First week in April <u>Soccer game match</u>: national teams/each four years (World Cup)</p> <p style="text-align: center;"><b>Introduction</b></p> <p>T pastes different pictures about family celebrations on the classrooms' walls (<i>New Year's Eve/Day, Family meeting/reunión -Easter vacation/Holy week - Soccer game match</i>) for sts to identify what celebration is related to each picture.</p> <p>Sts walk around the class and see if they can identify the celebrations. Then, teacher asks some questions about the celebrations to check sts understanding.</p> <ul style="list-style-type: none"> <li>➤ What celebrations did you identify?</li> <li>➤ Have you participated in any of them, which one?</li> <li>➤ Which one did you enjoy the most?</li> <li>➤ What did you do on it?</li> </ul> <p><b>Pre –listening</b></p> <p>T asks sts some questions about weddings.</p> <ul style="list-style-type: none"> <li>➤ Have you ever gone to a wedding celebration?</li> <li>➤ What do people usually do?</li> <li>➤ Who are the most important people?</li> </ul> <p><b>Listening for the first time</b></p> <p>T reads the text out loud “The Wedding”, sts try to catch as much information as they can about it. (See resources section)</p>	
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<p>SI.2 L asks and answers questions about a personal, family, national or worldwide event.</p>	<p>SI.2. ask and answer questions about a personal, family, national or worldwide event.</p>	<p><b>Pair/Group feedback</b> Sts complete a chart with the information requested based on the previous text.</p> <p><b>Listening for the second time</b> Sts read the text by themselves scanning for the gist.</p> <p><b>Post-listening</b> Sts share their ideas with the class orally</p> <p><b>Planning</b> Sts think about the last family celebration they had. Then, sts write them down.</p> <p><b>Organizing</b> Sts put their ideas in order so that they make sense.</p> <p><b>Rehearsing</b> Sts work in pairs. St A reads his/her description out loud while st B tries to guess the event.</p> <p><b>Interacting</b> T asks students to switch pairs and share their descriptions.</p>	
<p>L.1. L identifies learners' contributions in class, and uses</p>	<p>L.1. listen to other students' contributions in class, and use</p>	<p><b>Pre –listening</b> T explains to sts that Christmas, Thanksgiving, and New Year's Day are some of the major holidays in the United States. Sts make groups of four and discuss the following question:</p>	

these responses as models for their own.	these responses as models for their own.	<p>From what sts understand, how are these holidays celebrated (New Year's Eve/Day, Family meeting/reunión - Vacation/Holy week - Soccer game match, regarding: food, family activities, local celebrations, games and recreation, etc.)?</p> <p>Sts create a poster about one of the celebrations or a combination of them, and then, they present it to the class orally. (Previously find and select some pictures related to the celebrations for sts to use them).</p> <p><b>Listening for the first time</b>          Sts listen to the conversation "Thanksgiving and Christmas: Holiday Traditions"  <a href="http://www.esl-lab.com/tradition/traditionrd1.htm">http://www.esl-lab.com/tradition/traditionrd1.htm</a>.          T asks some questions about the conversation:</p> <ul style="list-style-type: none"> <li>➤ What was the conversation about?</li> <li>➤ What caught your attention?</li> </ul> <p><b>Pair/Group feedback</b>          Sts solve a matching based on the dialogue. (See resources section)</p> <p><b>Listening for the second time</b>          Sts listen to the conversation again and complete the multiple choice exercise individually.</p> <p><b>Post-listening</b>          Ls imagine an international exchange student is coming to live with them for a year. Ask this student about an important event in his/her family, how this event is celebrated, its meaning and significance, and what activities are held on that day.</p>	
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<p>SP.2. L describes events using simple words or sentences frames.</p> <p>identifies and manipulates English language sounds using knowledge in phonics, syllabification and word parts.</p>	<p>SP.2. describe events using simple words or sentence frames about a personal, family, national or worldwide event.</p> <p>R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word</p>	<p><b>Planning</b> Sts work in groups to invent a festival for a specific calendar event.</p> <p><b>Organizing</b> Sts should write a short description of their festival describing what happens on it such as; processions, fireworks, music, musicians, bands, dancers, decorations, costumes...</p> <p><b>Rehearsing</b> T goes around the groups providing support.</p> <p><b>Producing</b> T displays the descriptions around the classroom and asks sts which festival they would like to attend the most and why.</p> <p><b>Phonology (Recognition – articulation – practice – production)</b></p> <p><b>Number dictation</b></p> <p>T writes the minimal pairs on the board in a table, as in the example below. Drill the pronunciation around the class. Then, dictate four of the words, but tell the students they only need to write the number, not the word. So, if you say "cut, but, ankle, fun" the students should write "1,1,2,1". Then sts work in pairs - one dictates the words, the other says which number.</p>	
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	parts.	<table><tr><td>1</td><td>2</td></tr><tr><td>cut</td><td>cat</td></tr><tr><td>but</td><td>bat</td></tr><tr><td>uncle</td><td>ankle</td></tr><tr><td>fun</td><td>fan</td></tr></table>	1	2	cut	cat	but	bat	uncle	ankle	fun	fan	
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Reflective Teaching													
What worked well	What didn't work well		How to improve										
Enduring Understanding Reflection  How well did the learners progress in their understanding of the Enduring Understanding?													

### Week Plan Self-Assessment

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

<i>Learner Self-Assessment</i>			
<i>I can...</i>	<i>Yes</i>	<i>In progress</i>	<i>No</i>
recognize the gist of a short text.			
ask and answer questions about a personal, family, national or worldwide event.			
identify learners' contributions in class and uses these responses as models for their own.			
describe events using simple words or sentences frames.			
identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.			
show how I have worked with others this week.			

Didactic Planning  
Week # 3

Level: 8 <sup>th</sup>		Unit: 5
<b>Domain:</b> Interpersonal	<b>Scenario:</b> Unforgettable Events	<b>Theme:</b> An Event I'll Never Forget: in Costa Rica
<b>Enduring Understanding:</b> People's personal experiences shape their lives and connect them to the world. <b>Essential Question:</b> How do our life experiences shape who we are now?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frames</b> <u>Contractions/Future Tense (will) with past continuous tense clause</u> – A day I'll never forget in Costa Rica <b>was</b> when <b>we were</b> ____ing  <u>Phrasal Verbs</u> – When the Turrialba Volcano erupted, the highway was <b>shut down</b> . <u>Adverbial phrases</u> – Costa Ricans are <b>extremely</b> proud of their World Cup experience.  <u>Comparatives and superlatives forms of adverbs</u> – That was the moment I remember <b>best</b> .	<b>Function</b> – Asking and giving information about a personal, family, national or worldwide event.  <b>Discourse Markers</b> <u>Linkers: Sequential past time</u> – First, Then, After, Finally	<b>Psychosocial</b> – Allowing others to express themselves and to decode their emotions. – Showing interest in each person's life and feelings.  <b>Proverbs/Quotes</b> – Two heads are better than one. It's never over till it's over.

<p><u>Wh- questions in the past</u></p> <ul style="list-style-type: none"> <li>– What other places did you visit?</li> </ul> <p><b>Vocabulary</b></p> <p><u>P Events in Costa Rica</u></p> <ul style="list-style-type: none"> <li>– A new road/bridge/highway</li> <li>– Arts Festival</li> <li>– Lights Festival</li> <li>– National teams and athletes' participation in worldwide competitions.</li> </ul> <p><b>Phonology</b></p> <p>Minimal pair sounds:</p> <p>æ/ʌ</p> <p>cat/cut</p> <p>ankle/uncle</p> <p>ran/run</p> <p>drank/drun</p> <p>match/much</p>			
<b>Assessment Strategies &amp; Evidences</b>	<b>Learner can</b>	<b>Didactic Sequence Mediation</b>	<b>Time</b> Total: 120 min (3 lessons)

<p><b>L.2</b> L distinguishes the main points of an age-appropriate audio-visual presentation.</p>	<p><b>L.2.</b> identify the main points of an age-appropriate audio-visual presentation (news items reporting events, accidents).</p>	<p><b>Pre-teaching</b> <b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Participating</b></p> <p><b>Engaging</b></p> <p><b>Activation of prior knowledge:</b> Sts play a memory game. T asks sts to work in pairs. Sts have to match different celebrations with their corresponding dates. (See resources section)</p> <p><b>Introducing</b> Sts watch a video related to five events in Costa Rica. Sts try to identify them. T gives a short description for each event.</p> <p><b>Pre –listening</b> T asks the following question to sts; what information would you expect to hear in a radio traffic report?</p> <p><b>Listening for the first time</b> Sts listen to a traffic report <a href="http://www.esl-lab.com/traffic/trafficrd1.htm">http://www.esl-lab.com/traffic/trafficrd1.htm</a>.</p> <p><b>Pair/Group feedback</b> T pastes the vocabulary and the descriptions on the wall. Sts go around the class and try to match the words and descriptions using some color papers given by the T with the words on it. (See resources section) Sts work in pairs trying to match the words and descriptions, then they check out their answers in small groups. Finally T and sts check answers as a group.</p>	
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<p><b>W.2.</b> L gives personal reactions to a piece of age-appropriate</p>	<p><b>W.2.</b> give personal reactions to a piece of age-appropriate literature related to</p>	<p><b>Listening for the second time</b>          Sts listen to the audio <a href="http://www.esl-lab.com/traffic/trafficrd1.htm">http://www.esl-lab.com/traffic/trafficrd1.htm</a> and complete a multiple choice exercise.</p> <p><b>Post-listening</b>          Then, sts complete a gap fill with vocabulary from the previous listening. (See resources section)          Sts describe the traffic conditions they faced in the morning while coming to highschool. Sts share the information with a classmate, thenT chooses some sts to share it with the whole group.</p> <p style="text-align: right;">Was- Were          Took          Ran          Waited          Started          Arrived          Left</p> <p><b>Pre-writing</b>          T and sts brainstorm some vocabulary used when describing past events.</p> <p style="text-align: right;">Went          Did          Ate          Drank</p>	
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literature.	personal, family, national or worldwide event, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.)	<p>Danced Saw Wore</p> <p><b>Drafting</b> Sts create simple past sentences using three of the verbs brainstormed previously. (Comparatives and superlatives forms of adverbs) Contractions/Future Tense (will) with past continuous tense clause</p> <p>Sts play a game called “Story Telling”. T delivers some papers with pieces of information at the beginning and at the end related to events carried out in Costa Rica (Public Festival of Palmares – Carnival of Puntarenas – Saints Day of Santa Cruz – Oxcart Parade – Día de la Virgen del Mar – Carnival of Limon and others). (See resources section). Sts are asked to write activities done in each event. T claps to let sts know they have to pass papers to their right and continue filling them with descriptions.</p> <p><b>Revising</b> T goes around the class checking for spelling and grammar mistakes.</p> <p><b>Editing - Publishing</b> Sts correct the sentences they wrote and publish them on the bulletin board.</p> <p><b>Planning</b> Sts get in pairs and create a role play situation about a traffic problem, a trip to a specific event or a report about a special celebration.</p>	
<b>S.P.3</b> L explains reasons for an	<b>SP.3.</b> explain reasons for an event	<p>➤ <u>Wh- questions in the past</u> What other places did you visit?</p>	

event briefly.	briefly (electronic device, pet, new bridge in the town, a flood, airport, human rights).	<p>➤ <u>Phrasal Verbs</u> When the Turrialba Volcano erupted, the highway was <b>shut down</b>.</p> <p><b>Organizing</b> T asks sts to present their work for revising of spelling and grammar mistakes.</p> <p><b>Rehearsing</b> Sts practice the role play orally.</p> <p><b>Interacting</b> Sts present the role play to the rest of the class.</p> <p>Sts play an activity called “Flyswatter”, using minimal pair sounds:</p> <p style="text-align: center;">æ/ʌ cat/cut ankle/uncle ran/run drank/drunken match/much</p> <p>T pastes pictures for each word in a poster and then hangs it on the wall. Sts make pairs in order to play. Then, teacher says the words out loud and sts use the fly flatters, the one who hits the picture first wins points. This could be done as many times as needed.</p> <p>Sts complete a matching about the vocabulary used in the previous activity. (See resources section)</p>	
<b>Integrated Mini-Project</b>			<b>Time</b>
Participating, thinking, acting out, responding and sharing:	Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice		Adjust previous times
➤ A newscast including reports about national or worldwide			

events. ➤ An oral description of photomontage (or painted/drawn mural) about national or worldwide events.	English, not just those related to presentation. <b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)	listed above to allow 5 min each week.  Group presentations can be week 5 or 6.												
<b>Reflective Teaching</b>														
What worked well	What didn't work well	How to improve												
<b>Enduring Understanding Reflection</b>														
How well did the learners progress in their understanding of the Enduring Understanding?														
<b>Week Plan Self-Assessment</b>														
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)														
<table border="1"> <thead> <tr> <th colspan="4"><b>Learner Self-Assessment</b></th> </tr> <tr> <th><b><i>I can...</i></b></th> <th><b><i>Yes</i></b></th> <th><b><i>In progress</i></b></th> <th><b><i>No</i></b></th> </tr> </thead> <tbody> <tr> <td>distinguish the main points of an age-appropriate audio-visual presentation.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			<b>Learner Self-Assessment</b>				<b><i>I can...</i></b>	<b><i>Yes</i></b>	<b><i>In progress</i></b>	<b><i>No</i></b>	distinguish the main points of an age-appropriate audio-visual presentation.			
<b>Learner Self-Assessment</b>														
<b><i>I can...</i></b>	<b><i>Yes</i></b>	<b><i>In progress</i></b>	<b><i>No</i></b>											
distinguish the main points of an age-appropriate audio-visual presentation.														

	give personal reactions to a piece of age-appropriate literature.				
	explain reasons for an event briefly.				
	identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.				
	show how I have worked with others this week.				

## Didactic Planning Week # 4

Level: 8 <sup>th</sup>		Unit: 5
<b>Domain:</b> Interpersonal	<b>Scenario:</b> Unforgettable Events	<b>Theme:</b> An Event I'll Never Forget: in the World
<b>Enduring Understanding:</b> People's personal experiences shape their lives and connect them to the world. <b>Essential Question:</b> How do our life experiences shape who we are now?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p><b>Grammar &amp; Sentence Frames</b> <u>Contractions/Future Tense (will) with past continuous tense clause</u></p> <ul style="list-style-type: none"> <li>An event <b>I'll</b> never forget in the world <b>was</b> when I <b>was</b> _____</li> </ul> <p><u>Phrasal Verbs</u></p> <ul style="list-style-type: none"> <li>With the picture of the Syrian child on the beach, many people <b>broke out</b> crying about receiving immigrants.</li> </ul> <p><u>Adverbial phrases</u></p> <ul style="list-style-type: none"> <li>Immigration is a <b>highly</b> sensitive matter for some people.</li> </ul> <p><u>Comparatives and superlatives forms of adverbs</u></p> <ul style="list-style-type: none"> <li>The news that day was filled with the <b>worst</b></li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>Sharing information about a personal, family, national or worldwide event.</li> </ul> <p><b>Discourse Markers</b> <u>Linkers: Sequential past time</u></p> <ul style="list-style-type: none"> <li>First, Then, After, Finally</li> </ul>	<p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>Respecting human rights, principles, and inclusiveness.</li> </ul> <p><b>Proverbs/Quotes</b> <b>Idioms</b></p> <ul style="list-style-type: none"> <li>Move up in the world</li> <li>Count your blessings</li> <li>To tie the knot</li> <li>Look the other way</li> </ul>

<p>pictures.</p> <p><u>Wh- questions in the past</u></p> <p>– When did that world event happen?</p> <p><b>Vocabulary</b></p> <p><u>Events in the World</u></p> <p>– FIFA World Cup, Music Awards, Nobel prize winner/nominee, world's wonders, high tech invention</p> <p>unforgettable, memorable, impact, influence, effect, bring to mind, take into account, event, occasion, incident, result</p> <p><b>Phonology</b> Review</p>			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
		<p><b>Pre-teaching</b></p> <p><b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Participating</b></p>	

<p>R.3. L recognizes the main information and a few details in short articles and reports.</p>	<p>R.3. understand the main information and a few details in short articles and reports (e.g., a national or world event) if they deal with familiar subjects.</p>	<p><b>Warm up:</b> Sts complete a word search about celebrations around the world. After that, T elicits group discussion regarding the celebrations, which ones are known for the sts. (See resources section)</p> <p><b>Engaging</b>  <b>Activation of prior knowledge:</b> T shows some pictures related to the celebrations and sts try to guess the name of the celebration and where it takes place. (See resources section)  T and sts brainstorm more celebrations around the world. T suggests categories such as sports, arts, and religious events.</p> <p><b>Introducing</b>  T asks sts to number celebrations around the world from 1 to 10 according to popularity. (See resources section)</p> <p><b>Pre-reading</b>  T asks sts what they know about each celebration. Sts come up with related information.</p> <p><b>Reading for the first time</b>  T reads a paragraph about New Year's Celebration around the world.  <a href="http://learnenglishteens.britishcouncil.org/magazine/life-around-world/new-years-celebrations-around-world">http://learnenglishteens.britishcouncil.org/magazine/life-around-world/new-years-celebrations-around-world</a>  T asks sts which countries were described in the reading.</p> <p><b>Pair/Group feedback</b>  Sts work in pairs writing down some activities and traditions mentioned in the reading.</p> <p><b>Reading for the second time</b>  Sts read the paragraph individually and highlight important details per each country described.</p>	
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<p>L.3 L recognizes the gist of a short text.</p>	<p>L.3. understand the gist of a short text when read aloud clearly and slowly.</p>	<p><b>Post-reading</b> Sts complete a chart with information related to the previous reading. (See resources section)</p> <p><b>Pre –listening</b> Sts complete a matching about a celebration carried out in the UK called “Reading Festival”. <a href="http://learnenglishteens.britishcouncil.org/sites/teens/files/live_music_-_exercises.pdf">http://learnenglishteens.britishcouncil.org/sites/teens/files/live_music_-_exercises.pdf</a></p> <p><b>Listening for the first time</b> Sts listen to the audio and pay attention to important information. <a href="http://learnenglishteens.britishcouncil.org/uk-now/video-uk/live-music">http://learnenglishteens.britishcouncil.org/uk-now/video-uk/live-music</a></p> <p><b>Pair/Group feedback</b> Sts complete a gap fill activity in pairs. T checks answers as a group. <a href="http://learnenglishteens.britishcouncil.org/sites/teens/files/live_music_-_exercises.pdf">http://learnenglishteens.britishcouncil.org/sites/teens/files/live_music_-_exercises.pdf</a></p> <p><b>Listening for the second time</b> Sts listen to the audio and complete the multiple-choice exercise. T checks answers as a group. <a href="http://learnenglishteens.britishcouncil.org/sites/teens/files/live_music_-_exercises.pdf">http://learnenglishteens.britishcouncil.org/sites/teens/files/live_music_-_exercises.pdf</a></p> <p><b>Post-listening</b> Sts listen the audio for a third time while reading the script. <a href="http://learnenglishteens.britishcouncil.org/uk-now/video-uk/live-music">http://learnenglishteens.britishcouncil.org/uk-now/video-uk/live-music</a></p>	
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<p><b>SI.1.</b> L asks for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology).</p>	<p>SI.1. ask for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology).</p>	<p><b>Planning</b> T asks sts if they would like to participate in a music festival abroad. Why or why not?</p> <p><b>Organizing</b> Sts work in pairs and plan a role play in which they have to talk about a music festival or concert that they would like to attend. (Use of grammar structures such as Contractions/Future Tense (will) with past continuous tense clause).</p> <p><b>Rehearsing</b> Sts practise the role play in pairs.</p> <p><b>Interacting</b> Sts role play it in front of the class. T gives feedback.</p> <p><b>Post task</b></p>	
<p><b>W.2.</b> L gives personal reactions to a piece of age-appropriate literature.</p>	<p>W.2. give personal reactions to a piece of age-appropriate literature related to personal, family, national or worldwide</p>	<p><b>Pre-writing</b> Sts think about two world celebrations they will never forget and write down their names.</p> <p><b>Drafting</b> Sts choose one of the celebrations that they will never forget and brainstorm about it writing down as many words as they can.</p> <p><b>Revising</b> They pick the most relevant details (date, place, season, activities...) and develop them in</p>	

	event, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).	<p>a written way.</p> <p><b>Editing</b> Ls check their peers work for spelling mistakes and feedback.</p> <p><b>Publishing (Exit ticket)</b> While sts go out they deliver their written production to the T and he/she pastes them on an information board for other sts to read. Finally, teacher asks Ls opinion about the celebration they will never forget and why.</p>	
Integrated Mini-Project			Time
Participating, thinking, acting out, responding and sharing:	<p>➤ A newscast including reports about national or worldwide events.</p> <p>➤ An oral description of photomontage (or painted/drawn mural) about national or worldwide events.</p>	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p>	<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>
Reflective Teaching			
What worked well	What didn't work well		How to improve

### Enduring Understanding Reflection

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

### Week Plan Self-Assessment

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

<b>Learner Self-Assessment</b>			
<b><i>I can...</i></b>	<b><i>Yes</i></b>	<b><i>In progress</i></b>	<b><i>No</i></b>
recognize the main information and a few details in short articles and reports.			
recognize the gist of a short text.			
ask for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology).			
give personal reactions/ opinion to a piece of age-appropriate literature.			
Show how I have worked with others this week.			

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

Level: 8 <sup>th</sup>		Unit 5: Unforgettable Events	
<b>Enduring Understanding:</b> People’s personal experiences shape their lives and connect them to the world. <b>Essential Question:</b> How do our life experiences shape who we are now?			
Learn to Know		Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frame</b> <input type="checkbox"/> Did Ls use all sentence frames?  <b>Vocabulary</b> <input type="checkbox"/> Did Ls say aloud and write all vocabulary?  <b>Phonology</b> <input type="checkbox"/> Did Ls recognize, articulate and produce phonological sounds?		<b>Function</b> <input type="checkbox"/> Did Ls use all functions?  <b>Discourse Markers</b> <input type="checkbox"/> Did Ls practice connecting words: and, but, because?	<b>Psychosocial</b> Did Ls show evidence of ... <input type="checkbox"/> Being aware and committed to protecting the environment <input type="checkbox"/> Appreciating natural wonders  <b>Sociocultural</b> <input type="checkbox"/> Did Ls practice idioms and quotes?
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	
		<b>Oral Comprehension:</b> Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening <b>Written Comprehension:</b> Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading <b>Spoken Interaction/Production:</b> Planning; Organizing; Rehearsing; Using/Describing <b>Written Production:</b> Pre-writing; Drafting; Revising; Editing	
<input type="checkbox"/> Did Ls achieve all learning	<input type="checkbox"/> Can Ls do all tasks?	Referencing notes from formative assessments throughout the weeks, repeat activities to	
			<b>Time</b> Total: 120 min (3 lessons)  All of week 5 or 6

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

## Resource Section

**Task: Introducing Language about personal life.**

### 1. Pre-listening

Yesterday we _____ Happy Birthday!
We _____ cake and ice cream at the party.
People in my family use to make a _____ before eating the cake.
It's time to light the _____ on the cake.
How _____ were you last year?

Old
Wish
Ate
Sang
candles

### 1. Pair/Group feedback

#### COLUMN A

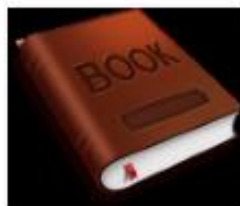
1. How \_\_\_\_\_ are you today?
2. Do you want to \_\_\_\_\_ the cake for the kids? Here's a knife.
3. Before you blow out the candles, be sure to \_\_\_\_\_ a wish, but don't tell anyone what you wished for.
4. My sister is having a birthday today, and she is \_\_\_\_\_ 16.
5. Let's \_\_\_\_\_ the candles and then turn out the lights.

#### COLUMN B

- ( ) OLD
- ( ) CUT
- ( ) MAKE
- ( ) TURNING
- ( ) LIGHT



BALL



BOOK



COMPUTER



HEADPHONE



IPHONE



MAKE UP



PHONE



SNEAKERS



Thumbs



WATCH



Xbox-console

Events with my Family

New Year`s Eve



New Year`s Day,



## Family meeting/reunion



## Vacation



Holy week



Holy Week

Soccer game match





BALLOONS



BOYFRIENDS



CAKE



CELLPHONE



ENGAGEMENT  
RING



GIFT



KISS



PRESENTS



SUIT



Thumbs



TREE



WEDDING  
DRESS

## MATCHING

### Column A

### Column B

- |                                                                     |       |               |
|---------------------------------------------------------------------|-------|---------------|
| 1- Where should we _____ the gifts so the children don't find them? | (   ) | a- Hide       |
| 2- Is there anything special or _____ that you do for the holidays? | (   ) | b- Celebrate  |
| 3- Our family loves to go _____ down snowy hills.                   | (   ) | c- Particular |
| 4- We _____ birthdays by eating cake and icecream.                  | (   ) | d- Mean       |
| 5- What does this celebration _____ to you?                         | (   ) | e- Sledding   |

### **The Wedding**

On Saturday we went to my big brother's wedding.

We got dressed on our best clothes and went to the church for the ceremony.

The bride wore a beautiful white dress and a veil. My brother wore a suit and a tie.

We listened to music and watched while their bride and groom said the vows. The bride and groom gave each other gold rings and then they kissed.

After that we went to a big party called a reception and we ate a lovely meal. The bride and groom cut the fancy wedding cake.

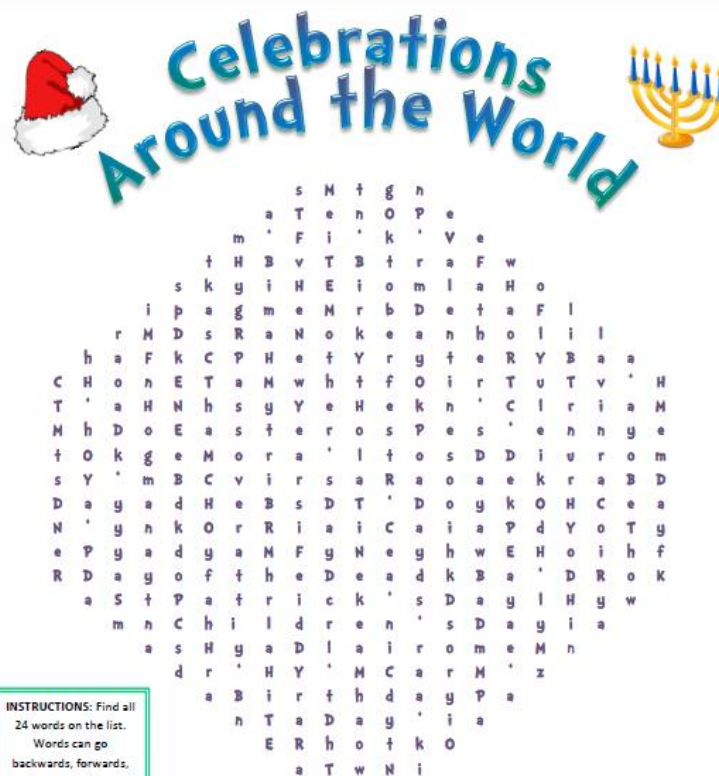
Daddy made a speech and mummy cried, because she was so happy. Everybody danced and had a great celebration together.

It was a beautiful day. I loved going to my brother's wedding.

Complete the chart

At the church we.....	At the reception we...





**INSTRUCTIONS:** Find all 24 words on the list. Words can go backwards, forwards, up, down and diagonal!

1. Christmas
2. Easter
3. Mother's Day
4. Father's Day
5. Holi
6. Ramadan
7. Day of the Dead
8. Kwanzaa
9. Halloween
10. Hanukkah
11. Hogmanay
12. Yule
13. Thanksgiving
14. New Years
15. Birthday
16. Valentines
17. St Patrick's Day
18. Memorial Day
19. Children's Day
20. Rio Carnival
21. Oktoberfest
22. Diwali
23. Passover
24. May Day



## Phonology æ/ ʌ

Column A			Column B
	( )	%	ʌ
	( )	#	æ
	( )		
	( )		
	( )		
	( )		
	( )		
	( )		
	( )		
	( )		

**Post -Listening**  
**Traffic Report Vocabulary**



- 1.Black Ice
- 2.Head
- 3.Shift
- 4.Fender-Bender
- 5.Cattle

- 6.Bottleneck
- 7.Commute
- 8.Interchange
- 9.Sporadic
- 10.Frigid

1.Let's \_\_\_\_\_ east to avoid the traffic.

2.The \_\_\_\_\_ to work this morning was really slow due to bad weather.

3. The downtown \_\_\_\_\_ is closed due to construction.
4. We ought to \_\_\_\_\_ to the center lane to pass these slow-moving cars
5. There is a huge \_\_\_\_\_ in traffic at the intersection of Center and State Street.
6. I got in a small \_\_\_\_\_ with a truck on my way home from work.
7. I hit a patch of \_\_\_\_\_ and slid off the road into a ditch.
8. Buses usually are on time, but they are quite \_\_\_\_\_ today because of the bad weather.
9. Waiting for the bus in the \_\_\_\_\_ weather is very unpleasant.
10. A herd of \_\_\_\_\_ crossed in front of my car.

## WORKSHEET

<b>WORKSHEET</b>	
<b>HEADING</b>	<b>FRIGID</b>
<b>COMMUTE</b>	<b>HERD</b>
<b>INTERCHANGE</b>	<b>SPORADIC</b>
<b>SHIFT</b>	<b>BLACK ICE</b>
<b>BOTTLENECK</b>	<b>FENDER-BENDER</b>



## Public Festival of Palmares

Last year my family and I went to Palmares' Public Festival,  
there  
we \_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_ we really enjoyed it

Carnival of Puntarenas

Last year my family and I went to carnival of Puntarenas , there  
we \_\_\_\_\_





344

## Carnival of Limon

Last year my family and I went to carnival of Limon , there we \_\_\_\_\_

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\_\_\_\_\_ we really enjoyed it

San Jose-Zapote Fair

Last year my family and I went to Zapote Fair, there



we

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\_\_\_\_\_ we really enjoyed it

## Light Festival - Festival de la Luz

Last year my family and I went to Light Festival, there



we

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\_\_\_\_\_ we really enjoyed it

## CHART

### New Year's celebrations around the world

COUNTRY	ACTIVITIES	TRADITIONS
ENGLAND		
SPAIN		
GREECE		
DENMAK		

## Top 10 Celebrations Around the World

Number the following celebrations from 1 to 10, 1 being the most popular.

- \_\_\_\_\_ Oktoberfest, Munich, Germany.
- \_\_\_\_\_ Chinese New Year, China.
- \_\_\_\_\_ Saint Patrick's Day, Ireland.
- \_\_\_\_\_ Yi Peng Lantern Festival, Thailand.
- \_\_\_\_\_ The Carnival of Venice, Italy.
- \_\_\_\_\_ Halloween, USA.
- \_\_\_\_\_ La Tomatina, Buñol, Spain.
- \_\_\_\_\_ Burning Man Festival, Blackrock Desert, Nevada, USA
- \_\_\_\_\_ Carnival in Rio de Janeiro, Brazil
- \_\_\_\_\_ Holi, India.

Level 8th		Unit 6		
CEF level to be reached: A2				
Scenario: Amazing Costa Rica!				
Enduring Understanding	Costa Rican people and places make traveling the country amazing.			
Essential Question	What makes traveling in Costa Rica amazing?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5/6
<p><b>Assessment:</b> L distinguishes the most important information in short narratives with some illustrations as support.</p> <p>R.2. understand the most important information in short narratives with some illustrations as support.</p> <p><b>Assessment:</b> L discriminates key words related to the topic when a text is being read aloud.</p> <p>L.2. discriminate key words related to the topic when a text is being read aloud.</p> <p><b>Assessment:</b> L suggests different things to do, places to go in his/her country.</p> <p>SI.1. suggest different things to do, places to go in his/her country.</p> <p><b>Assessment:</b> L describes familiar</p>	<p><b>Assessment:</b> L retells the main idea of media presentations on familiar events or places.</p> <p>L.3. understand the main idea of media presentations on familiar events or places.</p> <p><b>Assessment:</b> L asks and answers simple questions about different tourist attractions.</p> <p>SI.2. ask and answer simple questions about different tourist attractions.</p> <p><b>Assessment:</b> L summarizes a short story expressed in a simple sequence of events.</p> <p>SP.1. summarize a short story expressed in a simple sequence of events.</p>	<p><b>Assessment:</b> L recognizes verbal instructions related to the topic.</p> <p>L.1. recognize verbal instructions related to the topic.</p> <p><b>Assessment:</b> L asks and answers simple questions about different tourist attractions.</p> <p>SI.2. ask and answer simple questions about different tourist attractions.</p> <p><b>Assessment:</b> L describes simple steps to enjoy a touristic activity.</p> <p>SP.2. describe simple steps to enjoy a touristic activity (e.g., “Then wear a life jacket and a pair of comfortable shoes.”, “take a cold shower after enjoying the hot springs”).</p> <p><b>Assessment:</b> L writes a brochure with the aid of a writing frame.</p> <p>W.2. write a brochure with the</p>	<p><b>Assessment:</b> L recognizes links and connections between events related to traveling in e-mails, web chats, postcards, or short letters.</p> <p>R.3. finds links and connections between events related to traveling in e-mails, web chats, postcards, or short letters.</p> <p><b>Assessment:</b> L asks and answers simple questions about vacation plans and provides some brief indication of reasons for their opinions.</p> <p>SI.3. ask and answer simple questions about vacation plans.</p> <p><b>Assessment:</b> L writes a timeline of a dream vacation.</p> <p>W.1. write a timeline of a dream vacation.</p>	<p><b>Assessment</b></p> <p>Anecdotal reports/rubrics/ instruments for self and co-assessment</p> <p><b>Suggested Integrated Mini project</b></p> <p>Brochures about rural tourism</p> <p>A dream vacation plan, making the itinerary, where to go, what to do, why to go there, where to stay</p>

places and tourist attractions using simple vocabulary and language constructions. SP.3. describe familiar places and tourist attractions using simple vocabulary and language constructions.		aid of a writing frame, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).	
<b>Phonology Goal for Each Week</b> <b>Assessment:</b> L identifies English language sounds using knowledge in phonics, syllabification and word parts. R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.			
<b>Theme</b> Beautiful Costa Rica	<b>Theme</b> Hiking, Biking and Walking Around Costa Rica	<b>Theme</b> Traveling Necessities	<b>Theme</b> Planning My Perfect Vacation
<b>Function</b> – Identifying tourist attractions in my country.	<b>Function</b> – Suggesting places and tourist attractions in Costa Rica.	<b>Function</b> – Asking and giving information to describe different tourist attractions in Costa Rica.	<b>Function</b> – Sequencing a short story expressed in simple sequential events.
<b>Discourse Markers</b> Linkers: Sequential past time.  If you want to travel to Costa Rica keep in mind the following things: <b>First</b> , choose comfortable shoes and clothes. <b>Then</b> , find some maps and water. <b>After that</b> , check all the documents you need. <b>Finally</b> , get ready to chill out.	<b>Discourse Markers</b> <u>Linkers: Sequential past time</u> – First, Then, After, Finally	<b>Discourse Markers</b> <u>Linkers: Sequential past time</u> – First, Then, After, Finally	<b>Discourse Markers</b> <u>Linkers: Sequential past time</u> – First, Then, After, Finally
<b>Grammar &amp; Sentence Frames</b> <u>There is/are</u> <input type="checkbox"/> There are beautiful attractions in Costa Rica. <input type="checkbox"/> There are rivers, volcanoes, etc. <input type="checkbox"/> The beaches are beautiful.  <u>First Conditional</u> <input type="checkbox"/> If I visit Guanacaste, I will go to the beach.	<b>Grammar &amp; Sentence Frames</b> <u>Present Perfect: Yes/no and Information Questions.</u> <input type="checkbox"/> Have you been to Sarapiquí? <input type="checkbox"/> Where have you been? <input type="checkbox"/> I've been to.....  <u>Prepositional Phrases (time)</u> <input type="checkbox"/> I'm going visit my friends in Limon next week, next month,	<b>Grammar &amp; Sentence Frames</b> <u>Future Time: Will/going to</u> <input type="checkbox"/> What will you need to hike in the park? <input type="checkbox"/> How are you going to get to _____?  <u>First Conditional</u> <input type="checkbox"/> If you go to the beach, take sunscreen.	<b>Grammar &amp; Sentence Frames</b> <u>Future Time: Will/going to</u> <input type="checkbox"/> What are you going to do on your next vacation? <input type="checkbox"/> I am going to visit my relatives. <input type="checkbox"/> What will you do on the first day of vacation?  <u>Prepositional Phrases (time)</u> <input type="checkbox"/> I'm going visit my friends in Limon next week, next month, next year

<input type="checkbox"/> If I visit Cartago I am going to visit the Irazú Volcano.	next year	<input type="checkbox"/> If you go to the mountains, take a jacket.	
<b>Phonology</b>  minimal pair sounds: – æ / ʌ – cat / cut – ankle / uncle – ran / run – drank / drunk – match / much	<b>Phonology</b>  minimal pair sounds: – æ / ʌ – cat / cut – ankle / uncle – ran / run – drank / drunk – match / much	<b>Phonology</b>  minimal pair sounds: – æ / ʌ – cat / cut – ankle / uncle – ran / run – drank / drunk – match / much	<b>Phonology</b>  Review
<b>Vocabulary</b>  <u>Beautiful Costa Rica</u> waterfalls, sea jungles, volcanoes, wildlife, cloud forests, beaches, volcanoes, country side, places of worship	<b>Vocabulary</b>  <u>Hiking, Biking and Walking Around Costa Rica</u> Visiting national parks, seeing volcanoes, surfing, watching large crocodiles, getting a tan on beautiful beaches, hiking, camping, bird watching, rafting on rivers, canopy tours, hot springs, scuba diving, sport fishing, kayaking, golfing	<b>Vocabulary</b>  <u>Traveling necessities: What to wear, what to take, what to do</u> amphibian hikers, hiking or walking shoes, beach sandals, flip-flops, T-shirts, long sleeved T-shirts (for sunburn protection, hiking, and fishing), pairs of shorts, swimsuits, sarong, long pants, pairs of underwear, pairs of socks, light weight jacket, baseball cap, map, guidebook, money belt and passport	<b>Vocabulary</b>  <u>Planning my perfect vacation</u> shoes, clothes, books, maps, documents, health, first aid kit, what not to bring
<b>Psycho-social</b> – Appreciating Costa Rica's natural treasures and attractions.  <b>Socio-cultural</b> – Promoting the enjoyment of tourist attractions within an inclusive vision.	<b>Psycho-social</b> – Demonstrating responsible actions towards Costa Rica's natural treasures and attractions.  <b>Social Language</b> – Ecotourism	<b>Idioms</b> – Tourist trap – Off the beaten path	<b>Sociocultural</b> – Respecting other's opinions when giving information about their own tourist attractions.  <b>Quotes</b> It is good to have an end to a journey; but it is the journey that matters, in the end. -- Unknown Author

## Didactic Planning Week # 1

Level: 8 <sup>th</sup>		Unit: 6
<b>Domain:</b> Psychosocial and socio-cultural	<b>Scenario:</b> Amazing Costa Rica!	<b>Theme:</b> Beautiful Costa Rica
<b>Enduring Understanding:</b> Costa Rican people and places make traveling the country amazing. <b>Essential Question:</b> What makes traveling in Costa Rica amazing?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<p><b>Grammar &amp; Sentence Frames</b></p> <p><u>There is/are</u></p> <ul style="list-style-type: none"> <li>- There are beautiful attractions in Costa Rica.</li> <li>- There are rivers, volcanoes, etc.</li> <li>- The beaches are beautiful.</li> </ul> <p><u>First Conditional</u></p> <ul style="list-style-type: none"> <li>- If I visit Guanacaste, I will go to the beach.</li> <li>- If I visit Cartago I am going to visit the Irazú Volcano</li> </ul> <p><b>Vocabulary</b></p> <p><u>Beautiful Costa Rica</u></p> <p>waterfalls, sea jungles, volcanoes, wildlife, cloud forests, beaches, volcanoes, country side, places of worship</p> <p><b>Phonology</b></p> <p>Minimal pair sounds:</p> <ul style="list-style-type: none"> <li>- æ / ʌ</li> <li>- cat / cut</li> <li>- ankle / uncle</li> <li>- ran / run</li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>- Identifying tourist attractions in my country.</li> </ul> <p><b>Discourse Markers</b></p> <p>First, Then, After, Finally</p>	<p><b>Psychosocial</b></p> <ul style="list-style-type: none"> <li>- Appreciating Costa Rica's natural treasures and attractions.</li> </ul> <p><b>Proverbs/Quotes</b></p> <ul style="list-style-type: none"> <li>- It is good to have an end to a journey; but it is the journey that matters, in the end. ~Unknown Author</li> </ul>

– drank / drunk – match / much			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
		<p><b>Pre-teaching</b></p> <p><b>Routine:</b> Checking attendance, checking in with learners, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p>	5'
		<p><b>Participating</b></p> <p><b>Warm up:</b> Students will watch a short video about CR local marvels that tourists can visit while staying in the country. Before watching the video, learners are asked to pay attention to specific details. After watching, they are asked to name 3 specific things about CR that caught their attention.</p> <p>- Teacher can write the students' ideas on the board.</p> <p>Video link: <a href="https://www.youtube.com/watch?v=1WGltGszJBQ">https://www.youtube.com/watch?v=1WGltGszJBQ</a></p>	5'
		<p><b>Engaging</b></p> <p><b>Activation of prior knowledge:</b> The teacher asks students to mention the tourist places they have been to or the tourist places they would like to visit in the future.</p>	5'
		<p><b>Introducing</b></p> <p>Different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames.</p>	20'
L distinguishes the most important information in short narratives with some illustrations as support.	R.2. understand the most important information in short narratives with some illustrations as	<p><b>Pre-reading</b></p> <p>- Teacher writes the title of the reading on the board, and asks students to mention what tourist attractions people can visit in Costa Rica.</p> <p>Video link: <a href="https://www.youtube.com/watch?v=-mQ-H7nJHM">https://www.youtube.com/watch?v=-mQ-H7nJHM</a></p>	

	support.	<p><b>Reading for the first time:</b></p> <ul style="list-style-type: none"> <li>- Students follow the short passage individually along with the audio. They read about the three first places. Then they are asked to mention what attraction is their favorite from the ones described in the passage.</li> </ul> <p><b>Pair/Group feedback:</b></p> <ul style="list-style-type: none"> <li>- Students take some minutes to read the passage again in pairs.</li> </ul> <p><b>Reading for the second time;</b></p> <ul style="list-style-type: none"> <li>- The teacher reads the questions, and ask students to answer the questions about the passage by using the hand out provided by the teacher.</li> </ul> <p><b>Post-reading</b></p> <ul style="list-style-type: none"> <li>- The teacher divides the passage into shorter sections or sentences, and asks some students to volunteer for reading a short part of the passage, and answer each question.</li> </ul>	20'
L discriminates key words related to the topic when a text is being read aloud.	L.2. discriminate key words related to the topic when a text is being read aloud.	<p><b>Pre-listening:</b></p> <p>Before students listen to the track, the teacher gives a short introduction in regards to what the video is about.</p> <p><b>Listening for the first time:</b></p> <ul style="list-style-type: none"> <li>- Students listen for the first time and they will write the words they were able to understand.</li> </ul> <p>Video link: <a href="https://www.youtube.com/watch?v=ZvXNWz6qhFM">https://www.youtube.com/watch?v=ZvXNWz6qhFM</a></p> <p><b>Pair/Group feedback</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to read the words out loud and T will write them on the board for Ss to repeat and learn the words.</li> <li>- Teacher will clarify unknown words, and students will repeat afterwards.</li> </ul> <p><b>Listening for the second time:</b></p> <ul style="list-style-type: none"> <li>- Students will listen to specific information about different places.</li> </ul> <p><b>Post-listening:</b></p> <ul style="list-style-type: none"> <li>- Students will complete a matching about the information specific to different places in Costa Rica</li> </ul>	20'
L suggests different things to do, places to go in his/her country.	SI.1. suggest different things to do, places to go in his/her country.	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>- Students brainstorm about the video they just watched.</li> </ul> <p><b>Organizing</b></p> <ul style="list-style-type: none"> <li>- Students organize their ideas and the most relevant ones. Teacher explains different vocabulary words and grammatical structures they have to use to express ideas about the tourist places.</li> </ul>	20'

<p>SP.3. describes familiar places and tourist attractions using simple vocabulary and language constructions.</p> <p>Identifies and manipulates English language sounds using knowledge in phonics, syllabification and word parts.</p>	<p>SP.3. describe familiar places and tourist attractions using simple vocabulary and language constructions.</p> <p>identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p>	<p><b>Rehearsing</b></p> <ul style="list-style-type: none"> <li>- Students repeat out loud what they are going to share with their partner</li> </ul> <p><b>Interacting/Describing</b></p> <ul style="list-style-type: none"> <li>- In pairs, students will share with their partners about which places from the video they have been to. They can use structures such as: "I have visited....", "I have been to....", "In (place).....I visited.....", "you should visit ..."</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>- Students prepare a 30 second speech about one place they have already been in Costa Rica.</li> </ul> <p><b>Organizing</b></p> <ul style="list-style-type: none"> <li>- Students write their four ideas to describe this tourist destination using the structures previously presented by their teacher.</li> </ul> <p><b>Rehearsing</b></p> <ul style="list-style-type: none"> <li>- Students take some time to practice these sentences before giving their speech to the class.</li> </ul> <p><b>Interacting/describing</b></p> <ul style="list-style-type: none"> <li>- Students present their speech to the class, and get feedback from their teacher.</li> </ul> <p><b>Phonology:</b>  <b>æ/ʌ</b>  <u>Recognition:</u></p> <ul style="list-style-type: none"> <li>- Teacher writes a series of words that share the same sound from the one they are supposed to study. Then, she/he reads the words out loud in order to make students aware of the correct pronunciation of these words.</li> </ul> <p><u>Articulation:</u></p> <ul style="list-style-type: none"> <li>- The teacher shows students the right way to articulate these sounds.</li> </ul> <p><u>Production:</u></p> <ul style="list-style-type: none"> <li>- Students follow their teacher as they pronounce these words all together. Then, they create some sentences with the words. After that, Ls work in pairs and read the sentences to each other.</li> </ul>	<p>10'</p>
Integrated Mini-Project			Time
<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p>- <b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2) For this unit, the mini project will be the construction and final presentation of a brochure that they are going to use to convince people to visit Costa Rica. In this first step, ss are going to collect important information about</p>			<p>Adjust previous times listed above to allow 5 min each week.</p>

different places people can visit and they will look for some visual aids to support that. The sentences they build during this week will be some of the sentences to include in the brochure.		Group presentations can be week 5 or 6.
<b>Reflective Teaching</b>		
What worked well	What didn't work well	How to improve
<b>Enduring Understanding Reflection</b>		
How well did the learners progress in their understanding of the Enduring Understanding?		
<b>Week Plan Self-Assessment</b>		
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)		

<b>Learner Self-Assessment</b>			
<b><i>I can...</i></b>	<b><i>Yes</i></b>	<b><i>In progress</i></b>	<b><i>No</i></b>
distinguish the most important information in short narratives with some illustrations as support			
discriminate key words related to the topic when a text is being read aloud.			
suggest different things to do, places to go in his/her country.			
describe familiar places and tourist attractions using simple vocabulary and language constructions.			
identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.			
Show how I have worked with others this week.			



## Didactic Planning Week # 2

Level: 8 <sup>th</sup>		Unit: 6
<b>Domain: Psycho-social</b> – Demonstrating responsible actions towards Costa Rica's natural treasures and attractions.  <b>Social Language</b> – Eco-tourism	<b>Scenario:</b> Amazing Costa Rica!	<b>Theme:</b> Hiking, Biking and Walking Around Costa Rica
<b>Enduring Understanding:</b> Costa Rican people and places make traveling the country amazing. <b>Essential Question:</b> What makes traveling in Costa Rica amazing?		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frames</b> <u>Present Perfect: Yes/no and Information Questions.</u> -Have you been to Sarapiquí? -Where have you been? -I've been to.....  <u>Prepositional Phrases (time)</u> -I'm going visit my friends in Limon next week, next month, next year  <b>Vocabulary</b> <u>Hiking, Biking and Walking Around Costa Rica</u> Visiting national parks, seeing volcanoes, surfing, watching large crocodiles, getting a tan on beautiful beaches, hiking, camping, bird watching, rafting on rivers, canopy tours, hot springs, scuba diving, sport fishing, kayaking, golfing  <b>Phonology</b> minimal pair sounds: – æ / ʌ – cat / cut – ankle / uncle – ran / run	<b>Function</b> – Suggesting places and tourist attractions in Costa Rica.  <b>Discourse Markers</b> <u>Linkers: Sequential past time</u> – First, Then, After, Finally	<b>Psychosocial</b> -Appreciating Costa Rica's natural treasures and attractions. -Demonstrating responsible actions towards Costa Rica's natural treasures and attractions  <b>Proverbs/Quotes</b> -It is good to have an end to a journey; but it is the journey that matters, in the end. ~Unknown Author

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
L retells the main idea of media presentations on familiar events or places.	L3. understand the main idea of media presentations on familiar events or places	<p><b>Pre-teaching</b></p> <p>Routine: Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Participating</b></p> <p><b>Warm up</b>The teacher plays the first 18 seconds of the video about "Downhill"  <a href="https://www.youtube.com/watch?v=JZ3u6_PB2f0">https://www.youtube.com/watch?v=JZ3u6_PB2f0</a> and stops it, then the teacher will ask the students if they have an idea of what the video is about. (It is about an extreme cycling called Downhill Mountain Biking). Then the teacher will play the rest of the video. The teacher will explain to the students that also biking, walking and hiking are tourist attractions in Costa Rica</p> <p><b>Engaging</b></p> <p><b>Activation of prior knowledge:</b> The teacher will ask the students which one of those 3 sports they have practiced and they will give their opinions.</p> <p><b>Introducing</b></p> <p>Different text types (oral/written) using visual aids, technology, key vocabulary, graphic organizers, sounds, grammar and sentence frames</p> <p><b>Pre-listening</b></p> <ul style="list-style-type: none"> <li>- The teacher asks students what volcanoes they know. The teacher writes all the possible volcanoes students can come up with. After that, students classify these volcanoes into active and inactive with the help of their teacher.</li> </ul> <p><b>Listening for the first time</b></p> <ul style="list-style-type: none"> <li>- Students listen to a video about hiking a volcano in Costa Rica.  <a href="https://www.youtube.com/watch?v=JhVjM96Q0TA">https://www.youtube.com/watch?v=JhVjM96Q0TA</a>  After watching the video, students come up with ideas to describe what the place looks like by giving details of the volcano presented in the video.</li> </ul> <p><b>Pair/Group feedback</b></p> <ul style="list-style-type: none"> <li>- The teacher provides feedback by asking the students to compare their answers with a partner from the previous activity and add the new vocabulary words that are missing in their own brainstorming.</li> </ul> <p><b>Listening for the second time</b></p> <ul style="list-style-type: none"> <li>- Students listen to the video one more time and answer the questions provided by their teacher to elicit specific details about the hiker's personal experience while hiking in Costa Rica.</li> </ul> <p><b>Post-listening</b></p>	

L asks and answers simple questions about different tourist attractions.	SL.2. ask and answer simple questions about different tourist attractions.	<ul style="list-style-type: none"> <li>- After listening to the video, the students check their answers with their teacher, and get feedback on grammar and syntactic structure to construct complete answers.</li> </ul>	
L summarizes a short story expressed in a simple sequence of events.	SP.1. summarize a short story expressed in a simple sequence of events.	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>- The students look at 4 different pictures about walking and hiking in Costa Rica, they will orally describe what kind of tour they are practicing.</li> </ul> <p><b>Organizing</b></p> <ul style="list-style-type: none"> <li>- The students will follow a guide on questions about the different walking and hiking tours.</li> </ul> <p><b>Rehearsing</b></p> <ul style="list-style-type: none"> <li>- The students will practice out loud their answers, and they will ask for clarification.</li> </ul> <p><b>Interacting</b></p> <ul style="list-style-type: none"> <li>- The students will ask each other, in pairs, the questions in the guide, then they will take some notes from their partners. The teacher will make a round table to discuss their answers.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>- Then teacher shows the students some pictures (3) about different tourist activities people can do while visiting the Poas Volcano.</li> </ul> <p><b>Organizing</b></p> <ul style="list-style-type: none"> <li>- The teacher asks students to think about activities they can do in the Poas Volcano.</li> <li>- As students look at the pictures, they write some common words that relate to the pictures shown.</li> </ul> <p><b>Rehearsing</b></p> <ul style="list-style-type: none"> <li>- Students write a simple sentence to describe each picture they saw.</li> </ul> <p><b>Interacting</b></p> <ul style="list-style-type: none"> <li>- Students come to the front of the classroom, and share their ideas with the rest of their classmates.</li> </ul>	
identifies and manipulates English language sounds using knowledge in phonics, syllabification and word parts.	identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.	<p style="text-align: center;"><b><u>Phonology</u></b></p> <p><u>Minimal pair sounds:</u></p> <p>- æ / ʌ</p> <p><u>Recognition:</u></p> <ul style="list-style-type: none"> <li>- Teacher writes a series of words that share the same sound from the one they are supposed to study. Then, she/he reads the words out loud in order to make students aware of the correct pronunciation of these words.</li> </ul> <p><u>Articulation:</u></p> <ul style="list-style-type: none"> <li>- The teacher shows students the right way to articulate these sounds.</li> </ul>	

		<u>Production:</u> - Students follow their teacher as they pronounce these words all together.																					
<b>Integrated Mini-Project</b>			<b>Time</b>																				
Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.  <b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2) - Students keep developing the mini project.			5'  Group presentations can be week 5 or 6.																				
<b>Reflective Teaching</b>																							
What worked well	What didn't work well		How to improve																				
<b>Enduring Understanding Reflection</b> How well did the learners progress in their understanding of the Enduring Understanding?																							
<b>Week Plan Self-Assessment</b>																							
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)																							
<table><tr><th colspan="4"><i>Learner Self-Assessment</i></th></tr><tr><th><i>I can...</i></th><th><i>Yes</i></th><th><i>In progress</i></th><th><i>No</i></th></tr><tr><td>retell the main idea of media presentations on familiar events or places.</td><td></td><td></td><td></td></tr><tr><td>ask and answer simple questions about different tourist attractions</td><td></td><td></td><td></td></tr><tr><td>summarize a short story expressed in a simple sequence</td><td></td><td></td><td></td></tr></table>				<i>Learner Self-Assessment</i>				<i>I can...</i>	<i>Yes</i>	<i>In progress</i>	<i>No</i>	retell the main idea of media presentations on familiar events or places.				ask and answer simple questions about different tourist attractions				summarize a short story expressed in a simple sequence			
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<i>I can...</i>	<i>Yes</i>	<i>In progress</i>	<i>No</i>																				
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summarize a short story expressed in a simple sequence																							

	of events.				
	identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.				
	show how I have worked with others this week.				

### Didactic Planning Week # 3

Level: 8 <sup>th</sup>		Unit: 6	
<b>Domain:</b> Psychosocial and socio-cultural		<b>Scenario:</b> Amazing Costa Rica!	<b>Theme:</b> Traveling necessities
<b>Enduring Understanding:</b> Costa Rican people and places make traveling the country amazing. <b>Essential Question:</b> What makes traveling in Costa Rica amazing?			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<p><b>Grammar &amp; Sentence Frames</b> <b>Grammar &amp; Sentence Frames</b></p> <p><u>Future Time: Will/going to</u> -What will you need to hike in the park? -How are you going to get to _____?</p> <p><u>First Conditional</u> -If you go to the beach, take sunscreen. -If you go to the mountains, take a jacket.</p> <p><b>Vocabulary</b> <u>Traveling necessities: What to wear, what to take, what to do</u> amphibian hikers, hiking or walking shoes, beach sandals, flip-flops, T-shirts, long sleeved T-shirts (for sunburn protection, hiking, and</p>	<p><b>Function</b> Asking and giving information to describe different tourist attractions in Costa Rica</p> <p><b>Discourse Markers</b> <u>Linkers: Sequential past time</u> First, Then, After, Finally</p> <p><b>Phonology</b> minimal pair sounds: – æ / ʌ – cat / cut – ankle / uncle – ran / run</p>	<p><b>Psychosocial Idioms</b></p> <p>-Appreciating Costa Rica's natural treasures and attractions. -Demonstrating responsible actions towards Costa Rica's natural treasures and attractions.</p> <p><b>Proverbs/Quotes</b> -It is good to have an end to a journey; but it is the journey that matters, in the end. ~Unknown Author</p>	

fishing), pairs of shorts, swimsuits, sarong, long pants, pairs of underwear, pairs of socks, light weight jacket, baseball cap, map, guidebook, money belt and passport		– drank / drunk – match / much –	
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
L recognizes verbal instructions related to the topic.	L.1. recognize verbal instructions related to the topic.	<b>Pre-teaching</b> <b>Routine:</b> Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.	5'
		<b>Participating</b> <b>Warm up:</b> Students will watch the video "Tips to discover Costa Rica cities". They will answer a true/false exercise that the teacher will read out loud. Teacher will clarify for doubts. - Video link: <a href="https://www.youtube.com/watch?v=zZMld6le4vA">https://www.youtube.com/watch?v=zZMld6le4vA</a>	8'
		<b>Engaging</b> <b>Activation of prior knowledge:</b> The students will mention 4 steps to consider when using the bicycle, in order to review some previous vocabulary and activate some verbs. For example: First, put on a helmet, Second, put on some sneakers, Third, do not ride at night...etc	3'
		<b>Introducing</b> <b>Pre-listening</b> <ul style="list-style-type: none"> <li>The teacher explains the students that when a person visits a tourist place, in order to be safe, they need to follow certain recommendations, most of the time in an oral way. They will review some verbs that can be used when giving recommendations. Examples: choose, put, review, give, leave, confirm, save, look for, ask, sit, lock, bring, and dress.</li> </ul>	15'

<p>L asks and answers simple questions about different tourist attractions.</p> <p>L describes simple</p>	<p>SI.2. ask and answer simple questions about different tourist attractions.</p> <p>SP.2. describe simple steps to</p>	<p><b>Listening for the first time</b></p> <ul style="list-style-type: none"> <li>- Students will listen to important details in order to understand, the teacher can repeat some of the verbs from the video, and the students will repeat them chorally. Some verbs: put on, dress, bring, make sure, choose, and carry.</li> </ul> <p>Video link: <a href="https://www.youtube.com/watch?v=yeCmOlwhyFY">https://www.youtube.com/watch?v=yeCmOlwhyFY</a></p> <p><b>Pair/Group feedback</b></p> <ul style="list-style-type: none"> <li>- In pairs, the students will ask their partner about 2 safety recommendations they heard in the video.</li> </ul> <p><b>Listening for the second time</b></p> <ul style="list-style-type: none"> <li>- The students will complete the missing verbs from a list of recommendations from the video.</li> </ul> <p><b>Post-listening</b></p> <ul style="list-style-type: none"> <li>- The teacher will write on the board the answer of the students, and additionally the students will tell the teacher some other important recommendations that were not mentioned in the video.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>- The students choose four different tourist destinations in Costa Rica, they will orally describe what kind of clothes are more appropriate for every destination and their corresponding activities.</li> </ul> <p><b>Organizing</b></p> <ul style="list-style-type: none"> <li>- The students will follow a vocabulary guide that displays appropriate clothing for different tourist destinations in Costa Rica.</li> </ul> <p><b>Rehearsing</b></p> <ul style="list-style-type: none"> <li>- The students work on their answers by classifying the vocabulary words based on the pictures shown by their teacher.</li> </ul> <p><b>Interacting</b></p> <ul style="list-style-type: none"> <li>- The students share their answers with a partner, and compare the vocabulary words they used to talk about appropriate clothing items in every tourist destination.</li> </ul>	<p>15'</p> <p>20'</p>
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<p>steps to enjoy a touristic activity.</p>	<p>enjoy a touristic activity (e.g., "Then wear a life jacket and a pair of comfortable shoes.", "take a cold shower after enjoying the hot springs").</p>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>- The students will be assigned one tourist attraction that they are going to visit. Those can be from the previous exercise (pictures).</li> </ul> <p><b>Organizing</b></p> <ul style="list-style-type: none"> <li>- The students are going to write 10 basic recommendations or tips that they can give a tourist who is going to visit that place. Remind the students to use the verbs learned in class, plus some other verbs they already know.</li> </ul> <p><b>Rehearsing</b></p> <ul style="list-style-type: none"> <li>- The students will rehearse their presentation out loud, and the teacher will walk around helping them with correct pronunciation and structure.</li> </ul> <p><b>Interacting</b></p> <ul style="list-style-type: none"> <li>- The students are going to present the basic steps to the whole class.</li> </ul>	15'
<p>L writes a brochure with the aid of a writing frame.</p>	<p>W.2. write a brochure with the aid of a writing frame, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p>	<p><b>Pre-writing</b></p> <ul style="list-style-type: none"> <li>- Students will check that the verbs and vocabulary used in the last activity are correct.</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>- Students will rewrite all the previous sentences from the spoken activity, plus new ones they heard from their peers.</li> </ul> <p><b>Revising</b></p> <ul style="list-style-type: none"> <li>- Students re-read what they wrote and correct for mistakes. Students ask the Teacher for clarification</li> </ul> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>- Students will write on the brochure, a short guide to visit a tourist place, and they will illustrate the steps.</li> </ul>	

Integrated Mini-Project		Time
<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4) They will include some tips and recommendations in the brochure to follow when traveling to Costa Rica.</p>		<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>
Reflective Teaching		
What worked well	What didn't work well	How to improve
<p><b>Enduring Understanding Reflection</b></p> <p>How well did the learners progress in their understanding of the Enduring Understanding?</p>		
Week Plan Self-Assessment		

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

<b>Learner Self-Assessment</b>			
<b><i>I can...</i></b>	<b><i>Yes</i></b>	<b><i>In progress</i></b>	<b><i>No</i></b>
recognize verbal instructions related to the topic.			
ask and answer simple questions about different tourist attractions.			
describe simple steps to enjoy a touristic activity.			
write a brochure with the aid of a writing frame.			
show how I have worked with others this week.			

### Didactic Planning Week # 4

<b>Level: 8<sup>th</sup></b>		<b>Unit: 6</b>
<b>Domain: Psycho-social</b> – Demonstrating responsible actions towards Costa Rica's natural treasures and attractions.  <b>Social Language</b> – Eco-tourism	<b>Scenario:</b> Amazing Costa Rica!	<b>Theme:</b> Planning My Perfect Vacation

**Enduring Understanding:** Costa Rican people and places make traveling the country amazing.

**Essential Question:** What makes traveling in Costa Rica amazing?

Learn to Know		Learn to Do	Learn to Be and Live in Community	
<b>Grammar &amp; Sentence Frames</b> <u>Future Time: Will/going to</u> <div><input type="checkbox"/> What are you going to do on your next vacation? <input type="checkbox"/> I am going to visit my relatives. <input type="checkbox"/> What will you do on first day of vacation?</div> <u>Prepositional Phrases (time)</u> <input type="checkbox"/> I'm going visit my friends in Limon next week, next month  <b>Vocabulary</b> <u>Planning my perfect vacation</u> shoes, clothes, books, maps, documents, health, first aid kit, what not to bring  <b>Phonology</b> Review		<b>Function</b>  – Sequencing a short story expressed in simple sequential events.  <b>Discourse Markers</b> <u>Linkers: Sequential past time</u> – First, Then, After, Finally	<b>Psychosocial</b>  – Respecting other's opinions when giving information about their own tourist attractions.  <b>Proverbs/Quotes</b>  – <i>"It is good to have an end to a journey; but it is the journey that matters, in the end."</i> -- Unknown Author	
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation		Time Total: 120 min (3 lessons)
		<b>Pre-teaching</b> Routine: Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.		10'
		<b>Participating</b> <b>Warm up:</b> Students are given a simple chart where people describe their next vacations. In the chart, they can see the places these people are going to go, the activities they are going to do, the time they are going to spend there and the things they are going to take during their personal traveling experience. - Students listen to their teacher's questions. and answer them based on the chart they see on the board.		10'

L recognizes links and connections between events related to traveling in e-mails, web chats, postcards, or short letters.	R.3. find links and connections between events related to traveling in e-mails, web chats, postcards, or short letters.	<p><b>Pre-reading</b></p> <ul style="list-style-type: none"> <li>- Before reading the passage, the teacher asks students where they would like to go on their next vacations.</li> </ul> <p><b>Reading for the first time</b></p> <ul style="list-style-type: none"> <li>- Students read a brief e – mail written by a traveler where he describes his travelling plans for his next vacations in Costa Rica to one of his closest friends.</li> </ul> <p><b>Pair/Group feedback</b></p> <ul style="list-style-type: none"> <li>- Students are asked if it was easy or difficult to understand the travel plans being described in the e-mail.</li> </ul> <p><b>Reading for the second time</b></p> <ul style="list-style-type: none"> <li>- Students are asked to pay attention to some specific details of the reading; for example, the places the traveler wants to visit, the number of days he wants to stay, the things he is going to take, etc.</li> </ul> <p><b>Post-reading</b></p> <ul style="list-style-type: none"> <li>- The teacher asks students to answer some easy questions about the e–mail they have just read.</li> </ul>	20'
L asks and answers simple questions about vacation plans and provides some brief indication of reasons for their opinions.	Sl.3. ask and answer simple questions about vacation plans.	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students to think about their perfect vacation plan by answering simple questions about the things they would like to do during this time away.</li> </ul> <p><b>Sample questions:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Where are you going to go on your next vacation?</i></li> <li>▪ <i>What do you plan to do there?</i></li> <li>▪ <i>Where are you going to stay?</i></li> <li>▪ <i>What things are you going to carry for your trip?</i></li> </ul> <p><b>Organizing</b></p> <ul style="list-style-type: none"> <li>- Students write their own ideas about the place they would like to go, the thing they would like to do there, and the time they would like to stay.</li> </ul> <p><b>Rehearsing</b></p> <ul style="list-style-type: none"> <li>- Students rehearse their own sentences before interacting with a partner.</li> </ul> <p><b>Interacting</b></p> <ul style="list-style-type: none"> <li>- Students work with a partner and ask each other questions about their perfect vacation plan.</li> </ul>	25'
L writes a timeline of a dream vacation.	W.1. write a timeline of a dream vacation.	<p><b>Pre-writing</b></p> <ul style="list-style-type: none"> <li>- The teacher shows students some pictures about a common tourist destination people visit in Costa Rica.</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>- Then teacher shows the students a short passage about his/her dream vacation and reads it to them</li> <li>- Students write four simple sentences describing a dream vacation using the pictures previously shown by their teacher. They describe the places they see, the activities people can do there, and the things people can</li> </ul>	20'

<p>identifies and manipulates English language sounds using knowledge in phonics, syllabification and word parts.</p>	<p>identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p>	<p>take during the time they plan to stay in this place.</p> <p><b>Revising</b></p> <ul style="list-style-type: none"> <li>- Students read their sentences for their teacher and classmates, and get feedback for possible grammatical or syntactical mistakes made.</li> </ul> <p><b>Editing and Publishing –</b></p> <p>–Sts correct the sentences after feedback and share them with other classmates after publishing on the bulletin board.</p> <p style="text-align: center;"><b>Phonology</b> (Review)</p> <p><u>Recognition</u></p> <ul style="list-style-type: none"> <li>- Teacher does a general review of the sounds studied during the whole week.</li> <li>- The teacher writes a series of words that share the same sound from the one they are supposed to study. Then, she/he reads the words out loud in order to make students aware of the correct pronunciation of these words.</li> </ul> <p><u>Articulation</u></p> <ul style="list-style-type: none"> <li>- The teacher shows students the right way to articulate these sounds.</li> </ul> <p><u>Production</u></p> <ul style="list-style-type: none"> <li>- Students follow their teacher as they pronounce these words all together.</li> </ul>	
<b>Integrated Mini-Project</b>			<b>Time</b>
<p><b>INSTRUCTIONS:</b> In teams of three participants, students will include two possible itineraries for a long weekend in Costa Rica (3 days). Students will share information about what locals and tourists can go, what they can do, why they need to go there, where they can stay. These itineraries can be included as a component of the brochure.</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <ul style="list-style-type: none"> <li>- Students get together in small team and brainstorm the ideas for their coming presentation of the mini – project.</li> </ul>			<p>10'</p> <p>Group presentations can be week 5 or 6.</p>
<b>Reflective Teaching</b>			
What worked well	What didn't work well		How to improve

<p align="center"><b>Enduring Understanding Reflection</b></p> <p align="center">How well did the learners progress in their understanding of the Enduring Understanding?</p>		
<p align="center"><b>Week Plan Self-Assessment</b></p>		
<p>At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)</p>		

<i>Learner Self-Assessment</i>			
<i>I can...</i>	<i>Yes</i>	<i>In progress</i>	<i>No</i>
recognize links and connections between events related to traveling in e-mails, web chats, postcards, or short letters.			
ask and answer simple questions about vacation plans and provides some brief indication of reasons for their opinions.			
write a timeline of a dream vacation.			
identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.			
show how I have worked with others this week.			



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

Level: 8 <sup>th</sup>		Unit 6: Amazing Costa Rica!	
<b>Enduring Understanding:</b> Costa Rican people and places make traveling the country amazing. <b>Essential Question:</b> What makes traveling in Costa Rica amazing?			
Learn to Know		Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frame</b> <input type="checkbox"/> Did Ls use all sentence frames?  <b>Vocabulary</b> <input type="checkbox"/> Did Ls say aloud and write all vocabulary?  <b>Phonology</b> <input type="checkbox"/> Did Ls recognize, articulate and produce phonological sounds?		<b>Function</b> <input type="checkbox"/> Did Ls use all functions?  <b>Discourse Markers</b> <input type="checkbox"/> Did Ls practice connecting words: and, but, because?	<b>Psychosocial</b> Did Ls show evidence of ... <input type="checkbox"/> Being aware and committed to protecting the environment <input type="checkbox"/> Appreciating natural wonders  <b>Sociocultural</b> <input type="checkbox"/> Did Ls practice idioms and quotes?
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	
		<b>Oral Comprehension:</b> Pre-listening; Listening for the first time; Pair/Group feedback; Listening for the second time; Post-listening <b>Written Comprehension:</b> Pre-reading; Reading for the first time; Pair/Group feedback; Reading for the second time; Post-reading <b>Spoken Interaction/Production:</b> Planning; Organizing; Rehearsing; Using/Describing <b>Written Production:</b> Pre-writing; Drafting; Revising; Editing	
<input type="checkbox"/> Did Ls achieve all learning outcomes?	<input type="checkbox"/> Can Ls do all tasks?	Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans.	
		Time Total: 120 min (3 lessons)	
		All of week 5 or 6	

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

## Resource Section

### ORAL COMPREHENSION WORKSHEET

INSTRUCTIONS: Match the Costa Rican locations on Column A with their corresponding descriptions on Column B.

Column A	Column B
1. San Jose	(    ) A forest in the clouds
2. Near the capital city	(    ) National parks and volcanoes such as Irazú
3. South Pacific	(    ) Victorial arts and museums
4. North Pacific	(    ) Far from the territory, stories of pirates
5. Isla del Coco	(    ) Gandoca, banana plantations, Tortuguero
6. North Land	(    ) Corcovado and mangroves, sports fishing
7. Monteverde	(    ) Lagoons and volcanoes, thermal waters
8. Caribbean	(    ) Dry tropical forests and beaches, Quepos

### ANSWERS

**Discover Costa Rica**

**Matching**

**San Jose:** Victorial arts and museums

**Near the capital:** National parks and volcanoes such as Irazu

**South Pacific:** Corcovado and mangroves, sport fishing  
**North Pacific:** Dry tropical forests and beaches, Quepos.  
**Isla del Coco:** Far from the territory, stories of Pirates  
**North land:** Lagoons and volcanoes, thermal waters  
**Monteverde:** A forest in the clouds  
**Caribbean:** Gandoca, banana plantations, Tortuguero

## WRITTEN COMPREHENSION

## WORKSHEET

INSTRUCTIONS: Read The following text and answer the questions below.

### TOURIST DESTINATIONS IN COSTA RICA

#### TAMARINDO

Year – round sunshine, breathtaking views, laid – back atmosphere and close proximity to national parks all make Tamarindo a popular destination for family vacations and eco – adventures. Located on Costa Rica’s Pacific coast, Tamarindo is one of the most developed and accessible beach towns in the region with paved roads and plenty of tourist facilities.

#### SAN JOSE

Surrounded by lush green valleys and mountains, Costa Rica’s capital and largest city, San José, is a modern city, complete with accommodations, shopping, dining, nightlife, and arts and culture. The city occupies a plateau in the country’s geographical center, making it a great base for exploring other destinations in Costa Rica.

#### CHIRRIPÓ NATIONAL PARK

Spanning over the three provinces of Limón, Cartago and San José in southern Costa Rica, the Chirripó National Park protects a diversity of habits and wildlife species. Named after the country’s highest mountain, Cerro Chirripó, the National Park features a combination of treeless mountain plateaus, fern groves, marshlands, lush rainforest and glacial lakes.

### READING COMPREHENSION QUESTIONS

1. What makes Tamarindo a popular destination to visit in Costa Rica?

---

2. Where is Tamarindo located?

---

**3.** What is San José surrounded by?

---

**4.** What tourist activities can people do in San José?

---

**5.** What provinces share the Chirripó National Park?

---

**6.** What is vegetation like in Chirripó?

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## VIDEO LINKS

### Week 1

#### *Warm up*

Name	Link
Costa Rica Vacation - The Best of Costa Rica Travel	<a href="https://www.youtube.com/watch?v=1WGlGszJBQ">https://www.youtube.com/watch?v=1WGlGszJBQ</a>

#### *Written Comprehension*

NAME	Link
List of the top ten places to visit in Costa Rica	<a href="https://www.youtube.com/watch?v=-mQ-H7nJHM">https://www.youtube.com/watch?v=-mQ-H7nJHM</a>

#### *Oral Comprehension*

<i>Name</i>	<i>Link</i>
Discover Costa Rica	<a href="https://www.youtube.com/watch?v=ZvXNWz6qhfM">https://www.youtube.com/watch?v=ZvXNWz6qhfM</a>

## Warm up

VIDEO LINK: [https://www.youtube.com/watch?v=JZ3u6\\_PB2f0](https://www.youtube.com/watch?v=JZ3u6_PB2f0)

“Downhill Mountain Biking - Giant Glory - Costa Rica”

## Oral Comprehension

**INSTRUCTIONS:** Students listen to the video one more time and answer the questions provided by their teacher to elicit specific details about the hiker’s personal experience while hiking in Costa Rica.

1. He believes Costa Rica is a passionately \_\_\_\_\_ country.
2. What volcano did he visit? \_\_\_\_\_
3. He wants to \_\_\_\_\_ what’s going on in the volcano.
4. He visited the \_\_\_\_\_ flow
5. He said he had a close encounter with \_\_\_\_\_
6. He said he could stay \_\_\_\_\_

Answers:

1. enchanted
2. He visited Arenal Volcano
3. see
4. old lava
5. nature
6. forever

VIDEO LINK: <https://www.youtube.com/watch?v=JhVjM96Q0TA>

### **Spoken Interaction**

**INSTRUCTIONS:** Watch 4 different pictures about walking and hiking in Costa Rica, then describe what kind of tour they are practicing. Follow a guide on questions about the different walking and hiking tours.

#### **Hiking and Walking in Costa Rica**

1. Have you ever been on a walking or hiking tour?
2. If so, what places have you been to?
3. What did you see?
4. What do you think people do on those tours:  
-City walking, -beach walking, -mountain hiking, -river walking?
5. What can you recommend people should bring to those tours?
6. What are some tourist places they could visit?

## Spoken Production

**INSTRUCTIONS:** Describe each picture with a simple sentence.



#### Additional Resources

#### **Written Comprehension**

### **AN UNFORGETTABLE EXPERIENCE**

Poas Volcano National Park is located in Alajuela Province and was established in 1971. The park protects 16,000 acres and contains one of the active volcanoes in Costa Rica. This area is fun to explore as the main crater is 290 meters deep and there are two other smaller craters.

The main one has the most activity and a beautiful green-blue lagoon in the middle which is created from rainwater mixed with volcanic minerals. The hiking trails around the craters are well defined and sometimes wind through flora typical of this area. Local birds and small animals can be observed. The main crater is not known for having frequent lava flows. The last major eruption was during the 1950s when it erupted several times over a two year period. Poas Volcano has a misty feel to it as the clouds nearly always hover over it. The two other craters are known as Botos and Von Frantzuís. Botos has not experienced an eruption in the last 7,000 years. It has a beautiful bright green colored lake in the middle. Von Frantzuís is an extinct crater that provides for beautiful scenery. Unlike many other Costa Rica parks, Poas Volcano National Park does not have a large variety of plants and wildlife but there are definitely some present.

Located in a mixture of rainforest and cloud forest, the weather in Poas Volcano National Park is fairly predictable because of its stability. Expect warm early afternoons and cool and damp conditions in the morning and late afternoons. Daytime temperatures average around 24 °C with night time lows averaging 14 °C. The most consistent rain is experienced between the months of May through November, with the heaviest rains September through November.

Note:

*Teachers can use this reading for further practice in reading comprehension exercises.*

## Warm up

### Tips to discover Costa Rica

#### Recommendations

If parking, look for places under surveillance

Do not leave the doors open

Do not leave things inside the vehicle

Put your backpack in front of you

Never leave your belongings alone

Use Recognized currency sites

If you're going to use a taxi, use a red one

#### True/ False exercise

\_\_\_ If parking, do not look for places under surveillance

\_\_\_ Leave the doors of the car open

\_\_\_ Do not leave things inside the vehicle

\_\_\_ Put your backpack behind you

\_\_\_ Leave your belongings alone

\_\_\_ Used recognized currency sites

\_\_\_ If you're going to use a taxi, use a yellow one.

Video link: <https://www.youtube.com/watch?v=zZMId6le4vA>

## Oral Comprehension

### Hiking for beginners

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

**INSTRUCTIONS:** Complete the blank spaces with the missing verbs

1. \_\_\_\_\_ sure you have appropriate hiking shoes

2. \_\_\_\_\_ lightly

3. \_\_\_\_\_ a day pack
4. \_\_\_\_\_ plenty of water
5. \_\_\_\_\_ some snacks
6. \_\_\_\_\_ an extra jacket
7. \_\_\_\_\_ sunblock
8. \_\_\_\_\_ a short trail

### **ANSWERS**

1. Make sure you have appropriate hiking shoes
2. Dress lightly
3. Carry a day pack
4. Bring plenty of water
5. Bring some snacks
6. Bring an extra jacket
7. Bring sunblock
8. Choose a short trail

## Spoken Interaction



### Warm up

### Written Comprehension

**INSTRUCTIONS:** Students read a brief e – mail written by a traveler where he describes his travelling plans for his next vacations in Costa Rica to one of his closest friends.

TOURISTS	PLACES TO GO	ACTIVITIES TO DO	TIME TO STAY	THINGS TO CARRY
Ana and John	La Fortuna, Arenal Volcano Tabacon Hot springs	Sightseeing of the volcano Take a walk around La Fortuna downtown Relax at the hot springs Massages	6 days 5 nights	Binoculars Sleeping bag Sweater Hiking boots Money
Gretchen	Manuel Antonio Beach Quepos Downtown	Bird & Sloth watching in the National Park Swimming at the beach Do souvenir shopping at the downtown Get a tan	4 days 3 nights	Swimming suit Money Cap or hat Binoculars Sandals
Pablo	Tortuguero National Park	Boat ride in the rivers Mangrove visit Turtle watching night tour Dancing night Caribbean food tasting	3 days 2 nights	Sandals Life vest Night vision glasses Light clothes

To: Martha [mcastros@gmail.com](mailto:mcastros@gmail.com)

From: Christian [ccorrales@hotmail.com](mailto:ccorrales@hotmail.com)

Hello, Martha!

I am writing to you to tell you about my vacations in Costa Rica. I have been to Costa Rica for two weeks. I came here on January 22<sup>nd</sup>, and I am leaving on February 6<sup>th</sup>. I am really excited about being here! Costa Rica is a very exotic country. I can tell you that landscapes are just beautiful. This tourist destination has amazing beaches, rainforests, national parks, mountain ranges and so much more to show people. Also, there are a lot of different activities tourists can do. For example, doing rafting is a really popular activity in the Pacuare and Reventazón. Besides, Guanacaste has the best beaches in all Costa Rica to do surfing. Actually, there have been international surfing tournaments in here. I want to do some hiking and biking too if I have enough time. A friend told me I can do these activities in the Northern part of the country. I just love all the different food I have tried during my stay.

I will tell you more about my experience when I come back to the U.S.

Sincerely yours,

Christian

**Questions about the email:**

1. How long has Christian been in Costa Rica?
2. What does Christian consider about Costa Rica?
3. What activity is considered as popular in Costa Rica?
4. Which province has the best beaches?

**Written Production**

**INSTRUCTIONS:** Write four simple sentences describing a dream vacation using the pictures below. Describe the places they see, the activities people can do there and the things people can carry during the time they plan to stay in this place.





### ***Sample passage***

#### **My dream Vacation**

In the summer of 2010, five of my family members and I visited Costa Rica, and I'm so glad we did. This is a beautiful country between the Pacific and the Caribbean. Costa Rica means "Rich Coast", and it ranks first on the Happy Planet's Index as the "greenest" country in the world. They abolished their Army in 1949. Since they have no defense budget, they devote their money to their people in the form of good education and health benefits. Costa Rica boasts a literacy rate of 94.9%. Bananas and coffee are their main exports.

The climate of Costa Rica is tropical year-round. Tourism makes it the most visited nation in Central America. Medical tourism is attractive to Americans because of Costa Rica's proximity (a short flight), the quality of its medical service, and lower

costs. The country has gained a good reputation in plastic surgery for these reasons, and now you see resorts devoted to the privacy of patients, affording them luxury while getting their procedure done.

Early the next morning we began driving to the Poas Volcano area and what they call a cloud forest. The diameter of this volcano is one of the widest in the world. After that, we drove to the La Paz Waterfall Gardens, a Nature Park. We walked spectacular trails that led us to Magia Blanca Falls

We got up early and headed for the Manuel Antonio National Park. An experienced guide took us through the park. He pointed out things of interest along the way. We hiked for 3 hours.

This park is considered to be Costa Rica's most beautiful park, with white-sand beaches ideal for swimming, and tropical rainforest alive with wildlife. There were monkeys and iguanas everywhere.