

Ministerio de Educación

2
Ciclo
Básico



Guía metodológica para el docente
Área de Comunicación y Lenguaje
Idioma Extranjero

Nivel Medio, Ciclo Básico



Guía metodológica para el docente

Área de Comunicación y Lenguaje Idioma Extranjero Inglés

Segundo Grado Ciclo Básico

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Carta al Docente

Estimado Docente

El Ministerio de Educación con el propósito de facilitar la importante labor que realiza en el centro educativo, le proporciona la *Guía metodológica como propuesta para coadyuvar en las acciones didácticas con los estudiantes. La misma constituye un recurso de apoyo para la aplicación del Currículo Nacional Base en el aula, para el área de Comunicación y Lenguaje Idioma Extranjero Inglés.*

El desarrollo metodológico propuesto, busca hacer énfasis en los momentos clave de las sesiones de aprendizaje. Cada una ha sido diseñada de acuerdo con la secuencia de indicadores de logro y contenidos de la malla curricular; ofrece además, actividades para que los estudiantes desarrollen habilidades que les permitan alcanzar aprendizajes significativos. Usted como docente, tiene la libertad de perfeccionar y enriquecer esta guía con sus conocimientos y creatividad de tal manera que la misma responda al contexto y las características del grupo o grupos de estudiantes que atiende.

Esperamos que con esta propuesta, pueda llevar a cabo un proceso metodológico secuencial y dinámico; tomando en cuenta las diferencias individuales de los estudiantes.

Es usted quien hará vivencial esta guía curricular. Le deseamos éxito en el proceso educativo.

Atentamente,










Ministerio de Educación

Para el desarrollo de las diferentes sesiones de aprendizaje se utilizarán íconos que situarán el desarrollo de determinadas acciones.

¿para qué sirve?
para visualizar y orientar el proceso de aprendizaje.

¿cómo están organizados?
* Cantidad de integrantes
* lugar donde se desarrolla la actividad
* el tipo de actividad

Tabla de íconos

	Individual work
	Pair work
	Groups of three
	Team work
	Whole group
	Home work
	Interactive activity
	What we need to know
	Let's research

Guía metodológica para el Docente área Idioma Extranjero Inglés

Learning Session 1: “Popular Sports”

Suggested time:

3 Periods.

Introduction:

Student recognizes phrases and gestures related to sports that are popular in Guatemala.

Competencies

1. Understands simple phrases and specific range of vocabulary concerning to know topics in short dialogues and oral sentences.
3. Reads simple sentences in a given text about his daily life matters.

Learning Outcomes

- 1.1. Distinguishes the meaning of basic vocabulary concerning to familiar topics.
- 3.3. Explains by different ways the meaning of very simple sentences.

Contents

- 1.1.1. Places we visit: New vocabulary
- 1.1.2. Countries and nationalities: adjectives
- 1.1.3. Routines: Adverbs of frequency
- 1.1.4. Technology, actions, people and popular sports: Vocabulary related.
- 3.3.1. Gestures and mimics.

Didactic Resources

- Any source of non-copyrighter players images
- Board
- Dictionary
- Famous soccer players pictures,
- Graphic organizer charts
- Graphic organizer charts
- Newspaper or magazine cut outs
- Notebooks
- YouTube

Initial Phase

Session 1, Period 1 Initial Phase



Ask students if they have a favorite soccer team. If they don't, elicit the name of a team they know. Make sure that all students are included.



Have Ss ask each other the nationalities of the teams and players of their favorite teams. Model complete sentences:

My favorite soccer team is _____. It is from _____.

I don't like soccer, but I like (name of sport).

Intermediate Phase



Present to the class pictures (from newspapers, magazines, or other sources of famous soccer players images.

Point to each one and have them tell the name, nationality and if he or she plays well. Try to include players from Guatemala and other countries.



In groups of four (4), they will discuss who the best soccer player is, and what activities they usually do. Key vocabulary: Training, team work, famous, skillful.

Formative Assessment

Observe that the students are doing the activity.

At this point, it is important for them to participate even if they can't name all the characteristics of their favorite player. If they don't have a favorite player, the characteristic of a player they know or consider very famous.

Have them list the words they don't know and have them look up in a dictionary. Then help them form complete sentences.

Provide patterns on the board.

(Individual) Refer each student to the Student Book. Ask each student to list famous players they know.

Ask the student to make a graphic organizer to compare age and other aspects they would like to.

Wrap up

Observe that the students are trying to comprehend the organizer. Go around the room and make yourself available if they do not understand the difference between the vocabulary presented.

You can use the following rubric

1 = student could not perform the task

3 = student performance was ok

5 = student performance was excellent

If most students don't understand the difference between these expressions, go back and repeat saying hi and goodbye.

NOTE: Support yourself by using Total Physical Response (TPR) when possible and encourage the use of printed or electronic dictionaries when available.

Soccer:

“What did we learn today?” Students should be able to produce simple sentences stating which their favorite sports team is, or to utter vocabulary related to sports names and related terms.



Session 1, Period 2 Initial Phase

Activate Prior Knowledge: Divide the class into two groups. Ask each group to list as many sports as they can. Suggested time: 5 minutes. Name a score keeper. Explain to Ss that they are going to play pantomimes. Have the two groups form a line or assign a number to each member. From the list they have produced, they must mime one of the sports on the list, and the other team must guess what the sport is. Each turn should not exceed 30 seconds.

Intermediate Phase

TPR doing activity. Material: balls to play different sports if available. If not, one will do.

Demonstration: Teacher will model while doing the action.

1. Throw the ball.
2. Catch the ball.
3. Kick the ball.
4. Hit the ball.
5. Bounce the ball.
6. Shoot the ball.

Practice:

Teacher can decide to stay in the class or to go to an open space if available and safe. Practice doing the activity when the teacher calls it. Then, have students practice in groups of four. Have them repeat the commands, so they start pronouncing the words.



Ask students to go over the vocabulary, practice pronunciation and vocabulary by using the TPR.

“Point to” for example **“Point to the picture presenting soccer.”**, **“Point to the picture presenting basketball.”**

Wrap up



They can go over the vocabulary and pronunciation one more time. Circulate around the class and observe if the vocabulary is being used.

Session 1, Period 3 Initial Phase



Start off the lesson visualizing a video where several sports are depicted. Have students list them.

If you do not have access to video in class, you can visualize the video first, and have a dictation in this phase.

Suggested video: <https://youtu.be/tZdNh5p0WBw>

Ask students to write the names of the sports the first time they visualize the video or to write down the words you dictate. Spell the words if necessary.

Checkpoint



Visualize again and have them repeat the names.

Have students classify the sports into categories:

Sports that they are familiar with.

Sports they did not know.

Sports that we practice in Guatemala.

Sports that probably are not practiced in Guatemala.

Intermediate Phase

Have students express what their favorite sports are.

Teacher (To Student 1): What is your favorite sport?

Student 1: My favorite sport is, _____. I also like _____.

Student 1: (To Student 2): Hey! What is your favorite sport?

Student 2: My favorite sport is _____. I also like _____.

(continues)



Direct the students to the vocabulary they have written, have them say it again checking their pronunciation.



Decide which sport they like, and which sport they don't like. Report to the class.

Student 1: (Name of classmate) likes _____. (He / She) does not like _____.

Student 2: (Name of classmate) likes _____. (He / She) does not like _____.

Wrap up



Ask students to think about the following actions on the rubric.

Can you ask someone what his / her favorite sport is? *What is your favorite sport?*

Using the reference on writing a sentence. Practice writing 5 different sentences using the pattern presented in class.

Learning Session 2: “Sports played internationally”

Suggested time:

3 Periods.

Introduction:

Vocabulary related to Olympic games. This could be assigned as an investigation to do using the internet (if available) or other sources like books, magazines.

Contents

- 1.1.3. Routines: Adverbs of frequency.
- 1.1.4. Technology, actions, people and popular sports: Vocabulary related.
- 1.1.5. Word formation: nouns.
- 2.1.7. Preferences: likes and dislikes.
- 2.2.2. Things you enjoy doing; affirmative and negative sentences.

Competencies

1. Understands simple phrases and specific range of vocabulary concerning to know topics in short dialogues and oral sentences.
2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.

Learning Outcomes

- 1.1. Distinguishes the meaning of basic vocabulary concerning to familiar topics.
- 1.3. Understands sentences about know topics.
- 2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.
- 2.2. Asks and answers basic questions about familiar topics using simple tenses.

Didactic Resources

- Board
- Dictionary
- Newspaper or magazine articles on Erick Barrondo and Mirna Ortiz
- Notebooks
- Notebooks
- YouTube

Initial phase:

Session 2, Period 1

Initial phase: The Olympic Games

Divide the class into groups of three. Have each group prepare a presentation on Olympic Games. Allow the use of technology if available. If it is not, previsualize the following video and share the names of the sports in the Olympic Games with students. <https://www.youtube.com/watch?v=nUGX9zQg2rs>

Alphabet practice: Have students spell the names of the sports, dictating them to others.

Note: not all the students are ready to volunteer to spell, review alphabet. Usually the extroverts are the ones who want to participate. In case nobody wants to volunteer don't force anyone. Do it yourself as an activity class.

Intermediate Phase



Review last dialogue about sports. Now ask for a student to follow you.

Teacher: Hello.

Student1: Hello.

Teacher: My name is Teacher _____. My favorite sport is _____ and I don't like _____.

What's your name?

Student 1: My name is _____.

(Teacher extends hand to _____) Teacher: Nice to meet you _____.

What is your favorite sport?

Teacher tells _____ "please repeat": "My favorite sport is _____),

Repeat this dialogue, several times (4 times) before breaking into pairs.



Direct student to have this dialogue about sports. Help as necessary. Hi, my name is Robert. What is your name? What is your favorite sport?

Wrap up



Direct them to the self-assessment session. Ask students to reflect on the lesson. The ones who do not understand clearly should go over the lesson again using his materials.

Session 2, Period 2 Initial phase



Activate Prior Knowledge. Ask students if they know who Erick Barrondo and Mirna Ortiz are. If no one in the class knows, have them investigate who they are.

Web reference: https://en.wikipedia.org/wiki/Erick_Barrondo
https://en.wikipedia.org/wiki/Mirna_Ortiz

Write on board complete sentences, emphasizing the adjectives.

"Erick Barrondo walks **fast**."

"Erick Barrondo trains **very hard**."

"Mirna Ortiz is a

Intermediate Phase



Elicit at least 6 adjectives related to racewalking. Use dictionaries when available.

Write them on the board. Tell students reading in English is different than reading in Spanish. In English we must listen to a word first, then we relate it to letters.

Provide some examples using complete sentences, underlining the adjectives. Have some volunteers.

Now divide the class into groups of 4. Ask them to write down as many adjectives as they can think of related to athletes.

Use the following vocabulary. Have each group choose 3 sports. If they want to add a sport not included in the following list, allow them to do so. Have them create complete sentences.

Racewalk Summer Olympics Winter Olympics
Archery Athletics Badminton Basketball Boxing
Cycling road
Cycling track Diving Golf Handball Judo Rugby
Soccer Track and Field

Web reference: <https://www.olympic.org/sports>

Verbs:

Have groups figure out what actions are performed when each of the 3 sports they have chosen is played.



Ask each pair of students to write 4 complete sentences using sports vocabulary. Model as necessary.

Wrap up



Ask: "What did we do today?" Student attempts to form sentences for repeat sequences and vocabulary words.



Bring to class information, cut outs or posters about the characteristics of a player of the game they enjoy.

Session 2, Period 3 Initial phase



Start by sharing the information about athletes from homework.
Teacher rubric: 1. Student has brought information. 2. Student has not brought enough information. 3. Student has not brought any information whatsoever.

Intermediate Phase



Spelling dictation: Sports vocabulary from Period 2.
Dictate each word three times spelling it. Then write the words on the board and have students correct their work.



Keep the groups of 3. Have students create a collage to decorate the class, related to the athletes they have brought information from. Drawings, newspaper and magazine cut outs can be used. Let students use their creativity. Use recycled material when possible.

Wrap up



Go over the other group's collages. 2. Review the lesson material. Ask each other and if they have questions, they should ask the teacher.



Take your notebooks. Ask your mother, father or person in charge of you who his or her favorite athlete is. Prepare a short presentation for class.

Have students watch this video related to Erick Barrondo wins the first Olympic medal for Guatemala: <https://youtu.be/Xw6eZ8iPmT4>.

Learning Session 3: “Competitions around the world”

Suggested time:

3 Periods.

Introduction:

Students must be able to read and write simple sentences using adjectives. Students use adverbs of frequency. Students will get familiar with world famous competitions.

Competencies

1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.
2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.

Contents

- 1.1.5. Word formation: nouns.
- 1.2.5. Expressions of disbelief: negatives.
- 1.2.6. Recalling an event: Past and past continuous.
- 2.1.1. Cities and places around the world: Phrases.

Learning Outcomes

- 1.1. Understands sentences about known topics.
- 1.2. Responds to greetings, farewells and apologies appropriately.
- 2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.
- 2.2. Asks and answers basic questions about familiar topics using simple tenses

Didactic Resources

- Board
- Dictionary
- Notebook
- Word cards
- YouTube

Initial phase:



Session 3, Period 1 Initial Phase

Prior Knowledge activation:

Direct students' attention to different sports they have learned.

Ask them to write a list in order of popularity.

Intermediate Phase



Check answers with the class. Have students quickly state the sport they think is the most popular. Help them use the dictionary if necessary.

Write a model sentence on the board and have each student state what his or her opinion is.

Model the sentence for pronunciation. Help students with pronunciation of sports.

"I think the most popular sport in the world is_____"

Play "hot potato" with all class; the one who gets the potato tells the sentence.

Wrap up

Formative Assessment



Do a quick class survey to determine which sport they think is more popular in the world.



Ask students to create 5-word cards depicting a sport they think is popular in the world, and have them illustrate each one and bring cards to class.

Session 3, Period 2 Initial Phase



Show the word card that shows the sport they think is the most popular in the world. Do it in a quick fashion, as a review. Ask them to use a complete sentence. Model again if necessary. "I think the most popular sport in the world is_____"

Intermediate Phase



Get together with a partner and compare their word cards. They will have 10 cards in total. Have them compare which are different and same.

Have them write on their notebooks the list of sports they come up with in order of popularity.

Wrap up



Students should go over all the class, reviewing together the vocabulary, the pronunciation and the order of the sports, comparing with other groups.



Establish what the difference of soccer and football in English is.

Session 3, Period 3 Initial Phase



Pitch a ball or clean eraser to a student and have the student say "I think the most popular sport in the world is_____". He/she must throw it to another student who will state which his or her opinion is.



Write model sentences on the board. Model them.

"I think the most popular sport in the world is_____."

"I think the second most popular sport in the world is_____."

"I don't think the most popular sport in the world is_____."

Have students compare their lists of 5 most popular sports in the world. Check the similarities and differences using the model sentences.

Intermediate Phase



Visualize two videos related to most popular sports in the world. Each student writes takes notes on his or her notebook.

Suggested videos:

<https://youtu.be/nITM5rfK5Gg>

<https://youtu.be/RvURPD7wHtc>

Wrap up



Have students compare the two videos. Emphasize the similarities and differences.

Have them compare each video with their own list.

Learning Session 4: “Setting goals”

Suggested time:

3 Periods.

Introduction:

Students must be able to identify some goals they have.

Contents

2.1.5. Future plans: future tense review.

Competencies

2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.

Learning Outcomes

- 2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.

Didactic Resources

- Google Translator
- Printed dictionaries
- Electronic dictionaries
- Recycled or reused material

Initial phase:

Session 4, Period 1 Initial Phase:



Draw a graphic organizer on the board, three columns and four rows. Have students copy it on their notebooks.



Have the students write in the graphic organizers their personal goals.

Provide students with vocabulary, using cards, worksheets or writing on the board.

This month
This year
The next year
The next two years
After graduation

Plan
Organization
opportunity
goals
steps

Intermediate Phase



Have students fill out the graphic organizer stating goals for education, career, sports and hobbies, and public service.

Formative Assessment



Observe that the students are doing the activity. Walk around the classroom and ask for any doubts, try to encourage them to do a good job.

In pairs students compare each one's plans and point at similarities and differences.

Give students chance to write complete sentences. Then check that each one at least has one clear goal.

You can use the following rubric

*= No clear goal stated.

**= One clear goal is stated with spelling mistakes.

***= One clear goal is states with no spelling mistakes.

Wrap up



"What did we learn today?" The students should be able to utter sentences expressing personal goals.

Session 4, Period 2 Initial Phase



Have students use <https://translate.google.com/?hl=es> to gather vocabulary to set personal goals in personal areas.

Suggested areas, although students can suggest other areas:

Education Family Sports or hobbies Community service

Intermediate Phase



Work on a mural where they will express how the goals they are setting will help their community and Guatemala as a country to become a better place to live at. Have them use their creativity regarding materials. Encourage them to reuse or recycle material. Place the mural in the classroom or on an appropriate place. Ask help to the art teacher if necessary.

Wrap up



Encourage the students to share how the combination of everyone's goals will help shape a better society.

Session 4, Period 3

Initial Phase



Explain students what an action plan is. Provide students with phrases to work with. "I'm going to", "Maybe I could", "Another thing I could do is".

Intermediate Phase



Have students write down an action plan for a step they will take to achieve one of the goals they have stated. Provide them with enough time to write a small paragraph. Allow them to use dictionaries, printed or electronic. In the paragraph, they will describe the short-term goals they propose for the week, in order to obtain one of their proposed goals/

Checkpoint

Explain that goals are achieved one small step at a time. Have them use a graphic organizer to record if they have been able to maintain their short-term goals and have them record the achievements of failures.

Wrap up



Predictions: Have them use a future tense review predicting if the short-term goal they have proposed will be achieve.

Homework

Use the checklist on Session 5, Period 3.

Learning Session 5: Integration 1 “What goals should we establish as a community?”

Suggested time:

3 Periods.

Now it is your turn! You will prepare this three-period learning lesson for your students. Make yourself sure that you have an introduction, the competencies, the learning outcomes and the contents that are necessary to develop your class work. Please do remember that every lesson must have an initial phase, an intermediate phase, and a wrap up. Also feel free to use interactive and computer-based activities if you have the possibility to do so. Assigning homework is advisable as well when it has a purpose and you see it fit.

Introduction:

When students are linked to their community, they feel, are part of a school community, then they will actively engage in academic and non-academic activities.

Contents

- 2.2.2. Things you enjoy doing: affirmative and negative sentences.
- 2.3.3. Volunteering around the community: declarative sentences.
- 4.1.2. Changes in a place using chronological order.

Competencies

- 2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.
- 4. Writes simple sentences and descriptions of his environment by using basic terms.

Learning Outcomes

- 2.2. Asks and answers basic questions about familiar topics using simple tenses.
- 2.3. Builds short speeches about his context or basic topics.
- 4.1. Writes sentences according to the right grammar structure.

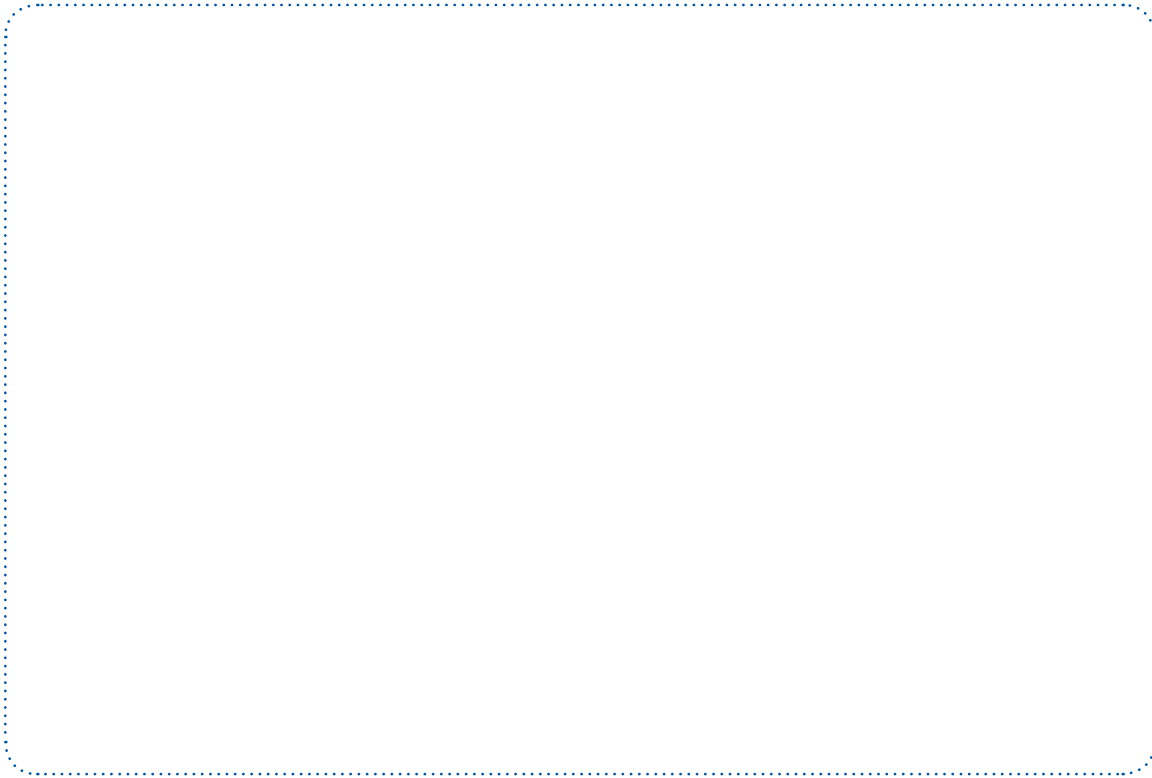
Didactic Resources

(Write down the Didactic resources you will use during this session)

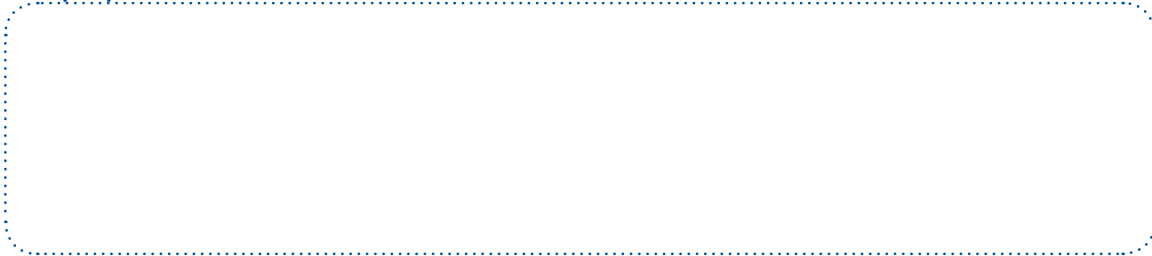
Initial phase:

Session 5, Period 1

Intermediate Phase



Wrap up



Learning Session 6: “Who is successful?”

Suggested time:

3 Periods.

Introduction:

Students must be able to identify characteristics of successful Guatemalans.

Contents

2.2.3. Life experiences: past, present and future tense.

3.2.1. Daily facts: extract key information.

4.1.1. Sentences comparing people, places and objects.

Competencies

2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.
3. Reads simple sentences in a given text about his daily life matters.
4. Writes simple sentences and descriptions of his environment by using basic terms.

Learning Outcomes

- 2.2. Asks and answers basic questions about familiar topics using simple tenses.
- 3.2. Makes inferences about the meaning of simple sentences.
- 4.1. Writes sentences according to the right grammar structure.

Didactic Resources

- Google Translate
- Printed dictionaries
- Electronic dictionaries
- Notebooks
- You Tube
- Laptop
- Projector

Initial phase:



Session 6, Period 1 Initial Phase

Have students divided in groups of 3. Have them investigate about the lives of successful Guatemalans.

Suggested sites:

https://es.wikipedia.org/wiki/Luis_von_Ahn

https://es.wikipedia.org/wiki/Ricardo_Arjona

https://en.wikipedia.org/wiki/Rosalina_Tuyuc

https://en.wikipedia.org/wiki/Carmen_Lind_Pettersen

https://en.wikipedia.org/wiki/Ricardo_Bressani

Intermediate Phase



Plan for an interview to one of these successful Guatemalans, with questions they would like to ask them. Help students with vocabulary. Have them use the dictionary and provide sample sentences.

Wrap up



Ask two family members if they know who the person, they are working about in class is. Then ask them what they would like to ask the successful Guatemalan if they had the chance.

Session 6, Period 2 Initial Phase



Have each group present their conclusions about the successful Guatemalan they have been working about to the class.

Intermediate Phase



Use a Venn diagram to show similarities and differences between the successful Guatemalans they have investigated about.

Wrap up

Formative Assessment



Write on the board the characteristics of the people they have investigated, regarding goal setting in their lives.

Session 6, Period 3 Initial Phase



Use any graphic material presented by the group in charge of presenting Luis von Ahn to introduce the class.

Have students work with previewing questions: Who is this person? Where is this person from? (They should know)

Answers: Luis von Ahn, from Guatemala.

Have students visualize the following video.
<https://www.youtube.com/watch?v=-Ht4qiDRZE8>

Make yourself sure that the closed captions are on.

Intermediate Phase

While watching have students state what captcha and recaptcha are.

Wrap up

Checkpoint: List some characteristics of this Guatemalan scientist. Have them write sentences explaining what they think the scientist's goals in life are, according to the video. Watch the video again if necessary.

Learning Session 7: “Rules to be successful”

Suggested time:

3 Periods.

Introduction:

Students must be able to identify rules that might help them become successful citizens.

Contents

- 2.1.2. Daily life: sentences.
- 2.1.8. Description of processes: gerund.
- 2.3.3. Volunteering around the community: declarative sentences.
- 4.1.7. Process to do something using sequencing words.

Competencies

- 2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.
- 4. Writes simple sentences and descriptions of his environment by using basic terms.

Learning Outcomes

- 2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.
- 4.1. Writes sentences according to the right grammar structure.
- 4.3. Creates different kind of descriptions using basic terms.

Didactic Resources

- Google Translate
- Printed dictionaries
- Electronic dictionaries
- Notebooks
- You Tube
- Laptop
- Projector

Initial phase:



Session 7, Period 1 Initial Phase



Teacher tells students: We all need rules to live in society. We have spent some weeks working together. It is time to state some rules for success in our room. Have students write on their notebooks the characteristics of the 6 pillars of character. Write the titles on the board, and have students copy them. Let them use dictionaries, or provide vocabulary as needed.

1. Trustworthiness
2. Being respectful of other people and their property
3. Being respectful of school property
4. Following school rules
5. Displaying good character (responsibility, honesty, good listening, kindness)
6. Giving back to the school community.

Intermediate Phase



Have the students write and illustrate one example of they can live the pillars of character in class.

Wrap up



Ask parents or person in charge which rules existed in their school if they attended one. If not, what rules they had at home or at work.

Session 7, Period 2 Initial Phase



Provide 10 minutes to have students compare theirs answer from homework. Have each group present their conclusions of homework to the class.

Intermediate Phase



Students number themselves from 1 to 6.
Have them get together in 6 groups. The number of the group will mark which pillar out of the six they will work on.

Every group will make a proposal for the class in how they can live one of the six pillars of character in the classroom. Facilitator/teacher will help them write and mark goals that are objective and can be accounted for. The presentation of the proposal will take place on period 3 of this learning session.

Wrap up



Give time organize the presentation material they will need. Let them be creative and encourage them to use recycled material.

Session 7, Period 3 Initial Phase



Have students work with previous knowledge. Have them check the 6 pillars of character and get together in the 6 groups they have worked the topic.

Instruct students to prepare their notebooks. Have students visualize the following video.

<https://youtu.be/0eCYWMudj3U>
Make yourself sure that the closed captions are on.

Intermediate Phase

While watching have students compare the characteristics they have worked with. Let them point out to similarities and differences.

Checkpoint



Make a definitive list of activities you will implement and keep score in class to live the 6 pillars of character.

Learning Session 8: “Rules to play a board game”

Suggested time:

3 Periods.

Introduction:

Students must be able design a board game where they will apply rules. The number of students is important in order to organize groups. At this stage, it will be convenient for the teacher to let the students choose what kind of board game they want to develop and play.

Contents

- 1.2.1. Expressions used at the school and with family: statements, negatives, questions, short answers.
- 1.3.7. Processes: gerunds and infinitives.
- 2.2.2. Things you enjoy doing: affirmative and negative sentences.
- 3.2.5. Rules of a game: imperative.
- 3.3.2. Board stories.
- 4.1.1. Sentences comparing people, places and objects.
- 4.3.2. Description of a sport or hobby including its rules.
- 4.1.7. Process to do something using sequencing words.

Initial phase:

Session 8, Period 1 Initial Phase



Today we are going to work on designing a board game. A board game must have clear rule and objectives.

Competencies

1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.
3. Reads simple sentences in a given text about his daily life matters.
4. Writes simple sentences and descriptions of his environment by using basic terms.

Learning Outcomes

- 1.2. Responds to greetings, farewells and apologies appropriately.
- 1.3. Understands sentences about known topics.
- 3.1. Pronounces properly simple sentences in readings related to daily life matters.
- 3.2. Makes inferences about the meaning of simple sentences.
- 3.3. Explains by different ways the meaning of very simple sentences.
- 4.1. Writes sentences according to the right grammar structure.
- 4.3. Creates different kind of descriptions using basic terms.

Didactic Resources

- Cardboard paper
- Recycled sheets of paper
- Markers
- Pencils
- Crayons
- Rulers
- Scissors
- Envelopes
- Google Translate
- Printed dictionaries
- Glue
- Electronic dictionaries
- Notebooks
- Timers
- Dice
- Stapler
- Other materials suggested by students



We will try to design a different board game in each group. Show students examples of board games. Ask them if they have played one before.

We will do it by steps during this week's Learning Session.

- Looking at examples.
- Brainstorming activity (respecting every person's contribution)
- Designing the game (rules and objectives)
- Making the actual board game.
- Testing the game.
- Making the necessary changes to the game.

Intermediate Phase



Have students write on their notebooks the characteristics of the board games they know about or have seen in the presentation.

Also, have them state what the purposes of board games are. Help them providing vocabulary as needed: Entertainment, pastime, learning, compete, indoor activities, group work and other vocabulary you see fit.

Explain the process of brainstorming. Be clear that all ideas must be included. (For Teacher's resource, you can watch <https://youtu.be/xGyECdZwzu8> and <https://youtu.be/NZixTnCAixl>. Adapt them to your classroom situation).

Wrap up



Ask parents or person in charge which rules existed in their school if they attended one. If not, what rules they have had at home or at work.

Session 8, Period 2 Initial Phase



Provide some minutes to have students compare their answer from homework.

Intermediate Phase



Have students working in groups of 4 brainstorm for ideas to be used in their boardgame. Allow them enough time to include all ideas.

Facilitate the sharing of ideas and encourage teams to get beyond of superficial analysis of the game.

Provide time now to have students design their board game: Name, number of players, rules, goals, mechanics, etc. Students need orientation regarding the language, but the rules, mechanics, and design of the game in general should be each group.

They need to reach agreement on which idea to use for the team's game, and with time limit you see fit, have them time to present a rough blueprint for the game, including rules and design.

You will need to help them out to take a decision, but you should not be a referee or take the responsibility of deciding for them. They should take their decisions and be responsible for them. If conflict arises in the teams, respect, manners and inclusion are the key words to team work.

Wrap up



Each group now should have a list of the materials they will need to make the game. Let them be creative and encourage them to use recycled material. Cost reducing is an important element here as well. Facilitate the process in such a way that all students participate.

Session 8, Period 3 Initial Phase



Have students organize the actual assembly of their board game.

Intermediate Phase Checkpoint



The two main activities for this period are: Facilitate the students writing the final version of the rules so that anybody else can play the game and elaborate the board as neatly as possible, using artistic and geometrical devices.

Wrap up



Make a definitive checklist to determine that the game works and is well presented.

Formative assessment

Use a rubric to determine if the board game is complete.

Learning Session 9: “Rules to be a successful English Language Learner”

Suggested time:

3 Periods.

Introduction:

Every person learns more effectively using different ways of learning. For the English Language, there are some common tips that can help us become better learners, so we can take advantage of our English class. If these tips become habits, there is a high probability for you to use better and have more fun while using English.

Competencies

1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.
2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.
3. Reads simple sentences in a given text about his daily life matters.

Contents

- 1.2.4. Words or phrases to express obligation, prohibition, permission: modal auxiliaries (can, could, have to, should).
- 2.3.1. Life and own experiences: past tense review.
- 3.2.2. Reading for gist and/or detailed information.
- 3.2.3. Different topics: fiction and Information texts.

Learning Outcomes

- 1.2. Responds to greetings, farewells and apologies appropriately.
- 2.3. Builds short speeches about his context or basic topics.
- 3.2. Makes inferences about the meaning of simple sentences.

Didactic Resources

- Google Translate
- YouTube
- Printed dictionaries
- Electronic dictionaries
- Notebooks
- Voice recorder (computer, phone, any other recording device)
- Other materials suggested by students

Initial phase:

Session 9, Period 1 Initial Phase



Watch yourself first and then show the video to students 2 or 3 times. Have students take notes of the the ten tips offered in the video. <https://youtu.be/aKAr5UmYGnI>

Intermediate Phase



If available, let students use dictionaries to clarify terms they did not understand. It is not necessary for them to understand all, only the main ideas. Have them list the 10 tips presented on the video. Provide enough time and help providing vocabulary if necessary.

Wrap up



Have students compare, contrast and correct the information with each other. Encourage them to share with classmates that they usually do not work with. Do this at your discretion; nobody knows how your group works better than you do.

Session 9, Period 2 Initial Phase



If needed, provide students with more time to have the tips mentioned on the video in simple sentences. Visualize the video again only if you consider it necessary.

Intermediate Phase



There are many experts that have different ideas on which English learning habits are effective. We need another source to compare what we have learned.

Suggested links to check:

<https://www.wallstreetenglish.com/blog/10-tips-for-success-in-learning-english/>

<https://www.linkedin.com/pulse/10-habits-successful-english-nik-peachey/>

If computing equipment is available, have students look for these or other tips. If computing equipment is not available, you can check the sites or other sites you know of or consider convenient, write the tips on recycled paper and present it to the class.

Wrap up



List and rank the 10 habits you think are more important for you to learn English. Choose from all the ones that have been presented. You should choose only 10 habits. No more, no less.

Session 9, Period 3 Initial Phase



Have students compare the lists they have produced. Emphasize the fact that every opinion must be respected, because every person will find some habits for learning more useful than others. This is a sharing activity. There is no right or wrong order in each student's list.
Allow sufficient time for them to share in their groups.

Intermediate Phase



Decision making: Vote for three habits that will become rules for the class. Have students propose them and vote for the ones they consider will be realistically done and will try to work on while in the English Class.

Wrap up



Write down the 3 habits that have become rules for the English class. Each student writes on the notebook, and volunteers make a poster.

Learning Session 10: Integration 2 “How can I help my classmates practice English”

Suggested time:

3 Periods.

Now it is your turn! You will prepare this three-period learning lesson for your students. Make yourself sure that you have an introduction, the competencies, the learning outcomes and the contents that are necessary to develop your classwork.

Please do remember that every lesson must have an initial phase, an intermediate phase, and wrap up. Also feel free to use interactive and computer-based activities if you have the possibility to do so. Assigning homework is advisable as well when it has a purpose and you see it fit. Since this is an integration activity, it is advisable to use the results of the habit list they have done in the previous lesson as a base. The idea is that your students use their creativity and that they show willingly that helping others to learn English, they will be learning themselves. They can come up with different activities also. Facilitate their decision making.

Introduction:

There's nothing more powerful than giving your students an opportunity to help out in their community while they improve their English language learning.

Contents

- 2.3.3. Volunteering around the community: declarative sentences.
- 4.3.4. Description of how to give a hand within the community.

Competencies

- 2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.
- 4. Writes simple sentences and descriptions of his environment by using basic terms.

Learning Outcomes

- 2.3 Builds short speeches about his context or basic topics.
- 4.3 Creates different kind of descriptions using basic terms.

Didactic Resources

- (Write down the Didactic resources you will use during this session)

Initial phase:

Session 5, Period 2
Initial Phase

Intermediate Phase

Wrap up

Session 5, Period 3
Initial Phase

Intermediate Phase

Wrap up

Learning Session 11: “People and places in your city or town”

Suggested time:

3 Periods.

Introduction:

Reading maps is a useful skill. Also, all cities and towns have people who work together with the educational community. The purpose of this unit is to help students state who the people that have relation with the school are and some reference points to give directions if necessary.

Competencies

2. Reads simple sentences in a given text about his daily life matters.
3. Reads simple sentences in a given text about his daily life matters.
4. Writes simple sentences and descriptions of his environment by using basic terms.

Contents

- 2.1.4. Vacations sentences.
- 2.1.1. Cities and places around the world: Phrases.
- 2.3.3. Volunteering around the community: declarative sentences.
- 3.2.9. Recognition of anecdote elements.
- 4.1.2. Changes in a place using chronological order.
- 4.1.3. Simple guide to a touristic place.
- 4.3.4. Description of how to give a hand within the community.

Learning Outcomes

- 2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.
- 3.2. Makes inferences about the meaning of simple sentences.
- 4.2. Interprets the several meanings of a text.

Didactic Resources

- Cardboard paper
- Recycled sheets of paper
- Markers
- Rulers
- Scissors
- Envelopes
- Google Translate
- Google Earth or Google Maps
- Printed dictionaries
- Electronic dictionaries
- Notebooks
- Timers
- Other materials suggested by students

Initial phase:

Session 11, Period 1 Initial Phase



Generating question: Where are we on the map?



Have students look for the following vocabulary: latitude and longitude, tropic, meridian, Arctic, Antarctic, imaginary.

Intermediate Phase



Show the following video from YouTube. <https://youtu.be/swKBi6hHHMA>. Make yourself sure the captions in English are on. They should take notes on their notebooks.

Wrap up



Ask parents or person in charge who the most famous exemplary people from the city or town the students live in are. Have students collect anecdotes during the activity if possible.

Session 11, Period 2 Initial Phase



Provide some minutes to have students compare their answer from homework. They will share with the class who the people their parents think are exemplary in their city or town. Have them add people they think are exemplary. Tell them they will use the information in the following class.

Intermediate Phase



Make teams in the class. Every team will define where the school is in a map. Have them use Google Earth, Google Maps or a map showing latitude and longitude. Give them enough time and provide help only when needed.

Wrap up Checkpoint



The latitude and longitude of the school should be expressed correctly. It will be convenient that you establish the coordinates beforehand, to provide feedback to students.

Session 11, Period 3 Initial Phase



Generating question: Who are exemplary people on our city or town? Using the information gathered during the Period 2 of this Learning Session, state who they think are exemplary people. All opinions must be respected.

Intermediate Phase



Have the students elaborate a simple tourist guide for the city or town you live in. Allow them to be creative. Enhance the places that should be worth visiting for vacation, relaxing or entertainment. Include on the guide the names of exemplary citizens with appropriate phrases.

Wrap up

Use a rubric to grade the tourist guides. You can look for one or you can elaborate one. Make yourself sure that all the aspects of the rubric are understood by the students and give feedback.

Learning Session 12: “Presenting an excuse”

Suggested time:

3 Periods.

Introduction:

Coming up with an explanation in a situation is a skill a student must have. State an appropriate excuse might make all the difference in the world.

Competencies

2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.

Learning Outcomes

- 2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.

Contents

- 2.1.6. Experiences: admiration sentences.
- 2.1.8. Description of processes: gerund.

Didactic Resources

- Cardboard paper
- Recycled sheets of paper
- Envelopes
- Google Translate
- Printed dictionaries
- Electronic dictionaries
- Notebooks

Initial phase:

Session 12, Period 1 Initial Phase



Generating question: When do we have to present an excuse?

Intermediate Phase



Role play with the help of students some situations where an excuse is needed. Provide some examples.

Wrap up



Each student will invent a situation where an excuse is needed.

Session 12, Period 2 Initial Phase



Explain the students that some excuses are valid or not. Also, that some are true and other might be false.

Intermediate Phase



Have each pair of students prepare a situation where an excuse is needed, using their homework material and reaching agreements on which situations in everyday life will require an excuse.

Wrap up



Reach common ground with the students regarding when excuses are valid.

Session 12, Period 3 Initial Phase



Give some time to students to prepare or give the finishing guidelines to their cases.

Intermediate Phase



Have students role play the situations they have prepared. The students who are not performing are taking notes on the notebook.

Wrap up



Write on the notebook what the best excuse they have heard during the roleplays is.



Ask students to write the places they will go after class.

Checkpoint

Have some students at random tell the class what the best excuse they heard was.

Learning Session 13: “Where were you yesterday?”

Suggested time:

3 Periods.

Introduction:

Telling activities in the past is an important part of the communication students must have. Telling one's whereabouts, the day before is the main goal of this lesson.

Competencies

3. Reads simple sentences in a given text about his daily life matters.
4. Writes simple sentences and descriptions of his environment by using basic terms.

Contents

- 3.1.2. Intonation when expressing doubt, questioning.
- 3.1.3. Sentence stress: questions and declarative sentence.
- 3.2.4. Main ideas and details.
- 3.2.6. Order of events within a text: prepositions.
- 3.2.7. Main points of a story.
- 4.1.6. Write a narrative about a personal experience.

Learning Outcomes

- 3.1. Pronounces properly simple sentences in readings related to daily life matters.
- 3.2. Makes inferences about the meaning of simple sentences.
- 3.3. Explains by different ways the meaning of very simple sentences.
- 4.1. Writes sentences according to the right grammar structure.

Didactic Resources

- Recycled sheets of paper
- Google Translate
- Printed dictionaries
- Electronic dictionaries
- Notebooks

Initial phase:

Session 13, Period 1 Initial Phase



We will try to find out our classmates' whereabouts when we finished yesterday's class.

Intermediate Phase



Write a set of question sentences asking where a person was the day before. The questions must be written in such a way that can be part of a guessing game. Have them use dictionaries if necessary. Facilitate the process. Model some examples: “Was this place near or far from school?” “Were there many people on this place? Let them be creative and ask them to be respectful of the people privacy.

Wrap up

Check that every pair has at least 3 questions.

Session 13, Period 2
Initial Phase

Provide some minutes to have students tuning up their questions.

Intermediate Phase



Have two pairs of students work together in such a way that they will be asking questions to the others about their whereabouts the day before yesterday. Check the right use of the past tense.

Wrap up



Find out what the most mentioned place was. State it on the board and copy on notebooks.

Session 13, Period 3
Initial Phase



Have students watch the video. https://youtu.be/W_VosvUnRUg
Adding senses: The first time only play the sound. The second time play the video with sound but no captions. Then show a third time the video, with the captions on.

Intermediate Phase



Play the video again. Have students write down the main idea and the details on their notebooks. Provide them with some generating questions if necessary. For example: What is the boy's name? Was he telling the truth? Where did he say he was? What did the mother say? What expression did the young man use to present an excuse?

Wrap up



Why is it not a Good idea to tell lies? What could happen if you do not tell the truth? Give them some time to reflect. Reach common ground with the class. Why is it important to be sincere?

Learning Session 14: “The happiest day of my life”

Suggested time:

3 Periods.

Introduction:

Every person has a day that can be considered the happiest. This Learning lesson tries to emphasize the importance of celebrating the good occurrences in life and to be grateful for them. Respect must be shown during the sharing process. The happiest day in a person's life is very personal.

Contents

- 1.2.2. Expressions to ask for permission: Can and could.
- 2.1.4. Vacations sentences.
- 4.1.6. Write a narrative about a personal experience.

Competencies

1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.
2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.
4. Writes simple sentences and descriptions of his environment by using basic terms.

Learning Outcomes

- 1.2. Responds to greetings, farewells and apologies appropriately.
- 2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.
- 4.1. Asks and answers basic questions about familiar topics using simple tenses.

Didactic Resources

- Cardboard paper
- Recycled sheets of paper
- Markers
- Rulers
- Scissors
- Envelope
- Google Translate
- Printed dictionaries
- Electronic dictionaries
- Notebooks
- Timers
- Other materials suggested by students

Initial phase:

Session 14, Period 1 Initial Phase



Have students think carefully about the happiest day in their lives. Provide them with some time. Have them write some ideas to choose from on their notebooks.

Intermediate Phase



Each student should start preparing a presentation of that day.
Guide questions:

- When was it?
- Where was it?
- Who was with you?
- What made you feel happy?
- Why were you feeling happy?

Wrap up



Ask parents or person in charge if they have further details about the day the student has chosen as the happiest. Anecdotes can be added.

Session 14, Period 2 Initial Phase



Provide some minutes to have finish up their work.

Intermediate Phase



Have students rehearse their presentation two more classmates. Circulate and facilitate the process. Provide feedback, vocabulary and encourage them to use tools like dictionaries.

Wrap up



Give individual time to decide how the presentation to the class will be.



Students should use their creativity to talk about the happiest day in their lives (or vacation). Encourage them to use their creativity, using posters, Power Point presentations, videos or any means available to them.

Session 14, Period 3 Initial Phase



If students digital technology related activities, allow them to prepare for them. If not, allow them to prepare their notes, posters, realia, etc.

Intermediate Phase



Make the presentation to the class. The students who are not presenting, are writing on their notebooks the main idea of each of their classmate's presentation. Students should ask for permission to start each presentation.

Wrap up



Provide feedback on common occurrence mistakes. Try to make the feedback general and positive, transmitting the idea that the important thing is learning. Congratulate them all.

Learning Session 15: Integration 3 “Honoring a person who works in our community”

Suggested time:

3 Periods.

Now it is your turn! You will prepare this three-period learning lesson for your students. Make yourself sure that you have an introduction, the competencies, the learning outcomes and the contents that are necessary to develop your class work.

Please do remember that every lesson must have an initial phase, an intermediate phase, a wrap up. Also feel free to use interactive and computer-based activities if you have the possibility to do so. Assigning homework is advisable as well when it has a purpose and you see it fit. The honoree could be a person who works in the school, parents or individuals who contribute their work to the community. It is important that your students elect the person. The activity should not be an economical burden. The act should be as symbolic as possible.

Introduction:

If community leaders are respected and feel fully integrated into the education system, they can motivate students to improve their roll in the community. Then the students will want to contribute positively to their school as a learning organization.

Contents

- 1.2.6. Recalling an event: Past and past continuous.
- 3.2.2. Reading for gist and/or detailed information.
- 3.2.7. Main points of a story.
- 4.1.6. Write a narrative about a personal experience.

Competencies

1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.
3. Reads simple sentences in a given text about his daily life matters.
4. Writes simple sentences and descriptions of his environment by using basic terms.

Learning Outcomes

- 1.2. Responds to greetings, farewells and apologies appropriately.
- 3.2. Makes inferences about the meaning of simple sentences.
- 4.1. Writes sentences according to the right grammar structure.

Didactic Resources

Write down the Didactic resources you will use during this session

Initial phase:

Session 15, Period 1
Initial Phase

Intermediate Phase

Wrap up

Session 15, Period 2
Initial Phase

Intermediate Phase

Wrap up

Session 15, Period 3
Initial Phase

Intermediate Phase

Wrap up

Learning Session 16: “Ten years from now”

Suggested time:

3 Periods.

Introduction:

Setting goals is an important part of our students' lives. Envision themselves as productive members of society might be of capital importance in this period of their lives. Help them think on positive role models. Let them be creative, facilitate the process and allow all students to express any dream they might have. It is also necessary to.

Contents

- 1.3.2. Jobs and responsibilities at the work place: zero and first conditional.
- 1.3.6. Comparison and contrast of people and places: comparative adjectives.
- 2.1.5. Future plans: future tense review.
- 4.1.4. Topic sentence to develop a paragraph.
- 4.3.1. Description of a routine or a job description.

Competencies

1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.
2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.
4. Writes simple sentences and descriptions of his environment by using basic terms.

Learning Outcomes

- 1.3. Asks and answers basic questions about familiar topics using simple tenses.
- 2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.
- 4.1. Writes sentences according to the right grammar structure.
- 4.3. Creates different kind of descriptions using basic terms.

Didactic Resources

- Cardboard paper
- Recycled sheets of paper
- Markers
- Rulers
- Scissors
- Envelopes
- Google Translate
- Printed dictionaries
- Electronic dictionaries
- Notebooks
- YouTube
- Other materials suggested by students

Initial phase:

Session 16, Period 1 Initial Phase



We do not know what the future holds. But we have established some goals for the future in learning sessions 4 and 5. We live in a world that is quickly changing, so we will imagine how life will be different in 10 years.

Intermediate Phase



Have your students visit <https://highexistence.com/10-ways-the-next-10-years-are-going-to-be-mind-blowing/> or similar webpages that you see fit.



Have teams list 10 ways in which life will be different in 10 years. Facilitate the use of dictionaries an appropriate vocabulary as necessary. Use the ideas from the website complemented with their own

Wrap up



Ask parents or person in charge what changes they have seen in the last 10 years in Guatemala regarding communications and technology.

Session 16, Period 2 Initial Phase



Provide some minutes to have students compare theirs answer from homework.

Intermediate Phase



Have the teams assembled in period 1 of this learning lesson compare with other teams their predictions regarding changes in the following ten years. Compare and contrast their opinions, as well as the homework results. Respect for everyone's ideas must be emphasized.

Wrap up



Envision yourself 10 years from now. Prepare a short presentation answering the following questions: What will I be doing 10 years from now? Where will I be working at 10 years from now? And other questions your students and you see fit.



Allow them to use Power Point of recycled paper for presentations when available.

Session 16, Period 3 Initial Phase



Give time for students to prepare their presentation.

Intermediate Phase



Every student will have a chance to present to the class or teams, as the logistic of your class needs. The ones who are not presenting are taking notes and using a simple rubric, acknowledging that the main questions proposed for the class have been answered.

Wrap up



Provide some time for questions, observations or contributions. Facilitate the process making students feel comfortable using the English language.

Learning Session 17: “Shopping around: comparing products and prices”

Suggested time:

3 Periods.

Introduction:

Comparing quality and prices are skills that students should acquire. Considering if something is necessary or not could be if you see it convenient, part of this unit. Quantifiers should have special emphasis during this learning session.

Contents

- 1.1.6. Shopping: count and noncount nouns + quantifiers (much-many).
- 1.2.3. Suggestions: how about and why don't ...
- 1.3.4. Numbers, fractions and math symbols.
- 1.3.5. Life experiences: present continuous tense.
- 4.2.2. Difference between facts from opinions.
- 4.2.3. Literal, subliminal and symbolic meanings.
- 4.3.3. Description of a product.

Competencies

1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.
4. Writes simple sentences and descriptions of his environment by using basic terms.

Learning Outcomes

- 1.1. Distinguishes the meaning of basic vocabulary concerning to familiar topics.
- 1.2. Responds to greetings, farewells and apologies appropriately.
- 1.3. Understands sentences about known topics.
- 4.2. Interprets the several meanings of a text.
- 4.3. Creates different kind of descriptions using basic terms.

Didactic Resources

- Cardboard paper
- Recycled sheets of paper
- Markers
- Rulers
- Scissors
- Envelopes
- Google Translate
- Printed dictionaries
- Electronic dictionaries
- Notebooks
- YouTube

Initial phase:

Session 17, Period 1 Initial Phase



Merchandising is a Science. Experts are all the time thinking how they can sell more. To see the viewpoint of people who want to sell something to you, show your students the YouTube video <https://youtu.be/ghTCf1yNTk> or one that you see fit for this purpose.

Intermediate Phase



Explain what literal and subliminal messages are.



Have students take note of the different merchandising techniques shown on the video.



Have students compare the merchandising techniques shown on the video with the ones used in the stores they visit in their town or city. Do merchants in our area use these techniques? Explain why yes or no. Have they seen subliminal way to sell products? Give each trio a checklist.

Wrap up



Ask parents or person in charge if they have seen the techniques learned in class in a store in our town or somewhere else.

Session 17, Period 2 Initial Phase



Provide some minutes to have students compare their answer from homework. Use any technique of co evaluation you see fit to have homework self-corrected and accounted for.

Intermediate Phase



Explain what the difference between fact and opinion is.



List 10 reasons why it is important comparing and contrasting prices and quality in any product you buy. Applies to any items they can come up with. Make a list of 3 things that are regularly bought in their households, and if they have any chance to compare quality and price.

Wrap up



Have students put together a list of reasons why math helps to compare quality and price. Have them describe which arithmetic procedures they use to compare products.

Session 17, Period 3 Initial Phase



Prepare a role play to bargain for a product or products available in your town or city. Let your students use their imaginations and creativity. It is not necessary to bring things to sell, an image or a representation can be used. Manage the logistics of your class as you see fit.

Intermediate Phase



Present the role plays to class.

Wrap up



Give feedback to the group. Without mentioning specific students, go over the mistakes students have made more commonly.

Learning Session 18: “Traditional remedies”

Suggested time:

3 Periods.

Introduction:

This Learning Session has the purpose of familiarize students with health care vocabulary.

Competencies

3. Reads simple sentences in a given text about his daily life matters.

Learning Outcomes

3.2. Makes inferences about the meaning of simple sentences.

Contents

3.2.2. Reading for gist and/or detailed information.

3.2.8. Main points of a news article.

Didactic Resources

- Google Translate
- Printed dictionaries
- Electronic dictionaries
- Notebooks
- YouTube

Initial phase:

Session 18, Period 1 Initial Phase



Tell your students that the topic to work with during this Learning Session is natural remedies.

Show them the video at <https://youtu.be/T2CNzN-RnQw> or other that you see fit, but not longer than 5 minutes.

Students write on their notebooks the ingredients shown on the video, and the illness that the natural medicine could help with.

Intermediate Phase



Have students share with the members of their team what they think about natural remedies.



Ask parents or person in charge which natural remedies they have used or know.

Session 18, Period 2

Initial Phase



Provide some minutes to have students compare their answer from homework.

Intermediate Phase



It is your students turn to investigate the different kind of natural remedies that exist in different cultures. You might want to divide the groups investigating Chinese medicine, Japanese medicine, Maya medicine, Russian medicine, American medicine, etc. You decide the number of teams you need to have and assign each of them to investigate.

They need to present to the class written articles to swap into the groups for the next class. If no printer is available, they can use recycled paper to have the investigation presented. You might want the students to suggest and choose a traditional kind of remedy. They can also use their own experience, as well as their families'.

Give students guidelines: Printed or web-based articles on natural remedies should be investigated.

Follow the investigation procedure, naming the source, the cultural background and the place of origin of the article.

Wrap up



Clarify any questions students might have regarding the assignment.

Session 18, Period 3

Initial Phase



Give students some minutes to prepare the material they will swap. Have the logistics prepared according to the size of your group.

Intermediate Phase



Have students read the information given by the group they have swapped articles with. Have them prepare a summary on the information they have received.

Wrap up Checkpoint

Present the summary to class and provide a copy to you. Use a rubric to provide feedback.

Learning Session 19: “What should I take for...”

Suggested time:

3 Periods.

Introduction:

Over the counter medicine is usually used for different purposes. During this learning lesson, looking for advice and putting logical advice together will be the main purpose.

Contents

- 1.2.2. Expressions to ask for permission: Can and could.
- 1.2.4. Words or phrases to express obligation, prohibition, permission: modal auxiliaries (can, could, have to, should).
- 4.3.3. Description of a product.

Competencies

1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.
4. Writes simple sentences and descriptions of his environment by using basic terms.

Learning Outcomes

- 1.2. Responds to greetings, farewells and apologies appropriately.
- 4.3. Creates different kind of descriptions using basic terms.

Didactic Resources

- Cardboard paper
- Recycled sheets of paper
- Markers
- Rulers
- Google Translate
- Printed dictionaries
- Electronic dictionaries
- Notebooks
- Timer

Initial phase:

Session 19, Period 1 Initial Phase



Have students list all the names of over-the-counter medicine they know. They can use brand names.

Intermediate Phase



Make a survey to determine which are the top five over-the-counter medicine by brand name are more repeated in the class.



Have students into 5 teams. If you have a very large group, you can have more teams. Assign each team one of the top five over-the-counter medicine brands they have determined are the most popular.

Wrap up



Ask parents or person in charge which over-the-counter medicine they use, if any.

Session 19, Period 2 Initial Phase



Provide some minutes to have students share their answer from homework.

Intermediate Phase



Have the teams integrated in the previous class prepare a sketch where they can use the conditional forms. Sentences can be modeled, but the students' creativity should be paramount.

Example: A: I feel terrible. I have terrible cold. What should I take for it?

B: There are many options, but I can certainly tell you that nothing will work better than (over-the-counter medicine name)

A: Are you sure?

B: Yes, I am. Everytime I catch a cold I take it.

Encourage your students to be very creative. One option would be capturing the sketch on video, but only if available and you think it will have learning value.

(Actividad interactiva) Show the class a model commercial. Here is one related to allergies that is not available in our country, so it does not affect their preparation. https://youtu.be/ZMBPuuqTk_M?list=PLQZTk4BbrTExLq1Lmdj1HqEOZRxv0zbN2. You can choose other commercial more appropriate for your class.



Give teams enough time and room for preparation. Respect to classmates should be preserved during the preparation of the sketches. Let teams know that they have to be ready for the next period.

Wrap up



Circulate around helping with vocabulary, and encouraging them to use dictionaries, either electronic or printed when necessary.

Session 19, Period 3 Initial Phase



Fine tune any last-minute-detail pending before the sketch presentation.

Intermediate Phase



Students present the sketches.

Wrap up



Warn student about the abuse of over-the-counter and prescription drugs. Exemplify the difference.

Learning Session 20: Integration 4 “A Survey”

Suggested time:

3 Periods.

Now you know it is your turn! You will prepare this three-period learning lesson for your students. Make yourself sure that you have an introduction, the competencies, the learning outcomes and the contents that are necessary to develop your class work. Make use of your experience in previous integration activities. You can select the topics from Learning Lessons 16, 17, 18 or 19 to make a survey.

Allow students to select what they will survey. It can be a survey conducted in the classroom, or you can include family members or students from other sections or levels, depending on the characteristics of your school. The final product must be a survey with statistical analysis. The questions should be asked in English. Depends on the size of your class.

Introduction:

Surveys have manifold benefits. They help enhance the comprehension of information given in class, provide insights into the topics they have listened to in class, in this case, they will verify ideas about traditional medicine used in their community.

Contents

- 1.2.5. Expressions of disbelief: negatives.
- 1.3.4. Life experiences: present continuous tense.
- 4.2.1. Extraction of key information from a text to answer questions.
- 4.2.2. Difference between facts from opinions.

Competencies

- 1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.
- 4. Writes simple sentences and descriptions of his environment by using basic terms.

Learning Outcomes

- 1.2. Responds to greetings, farewells and apologies appropriately.
- 1.3. Understands sentences about known topics.
- 4.2. Interprets the several meanings of a text.

Didactic Resources

- (Write down the Didactic resources you will use during this session)

Initial phase:

Session 20, Period 1
Initial Phase

Intermediate Phase

Wrap up

Session 20, Period 2
Initial Phase

Intermediate Phase

Wrap up

Session 20, Period 3
Initial Phase

Intermediate Phase

Wrap up

Learning Session 21: “Spelling Bee”

Suggested time:

3 Periods.

Introduction:

A spelling bee contest can be a very motivating activity. Spelling in English is essential, since it is not phonetic. Understanding and being able to spell are skills that will help students enhance their knowledge and improve the level of mastery in the use of English.

Competencies

3. Reads simple sentences in a given text about his daily life matters.

Learning Outcomes

3.1. Pronounces properly simple sentences in readings related to daily life matters.

Contents

3.1.1. Spelling and Spelling Bee.

Didactic Resources

- Cardboard paper
- Recycled sheets of paper
- Envelopes
- Google Translate
- Printed dictionaries
- Electronic dictionaries
- Notebooks
- Timers
- List of words for the spelling bee

Initial phase:

Session 21, Period 1 Initial Phase



Review the alphabet. Place special emphasis on the vowels. They have worked on a Spelling Bee during Primero Básico.



For reference, use the following video: <https://youtu.be/ayvL-aFxJZw>

Intermediate Phase



Have a list of words prepared to spell to students. Spell clearly every word three times. After you have done so, write the word on the board, so students can self-correct. You can do that word by word at first, and then in clusters of 3 or 5 words. Challenge your students accordingly.

Make sure all students understand the rules of a Spelling Bee.

Wrap up



Provide them with a list of words that will be part of the Spelling Bee that will take place during the last period of this learning lesson. They should practice at home spelling those words and add 10 words from their surroundings.

Session 21, Period 2

Initial Phase



Have students do pair check on homework. Circulate in the class and facilitate the process. Use the logistics your classroom needs.

Intermediate Phase



Provide students with practice for a Spelling Bee. Ask students at random. You can use the attendance list, a random number generator after giving each student a number. Feel free to use your creativity.

Silence is essential and demonstrates respect. The word should be uttered by the teacher or an electronic reader can be used. (Google Translate and other dictionaries have sound producing functions which utter the word). Follow the Spelling Bee Rules.

Wrap up



Have students practice spelling. Use the method that best suits your class.

Session 21, Period 3

Initial Phase



Use the most convenient logistic for your classroom. First round of Spelling Bee starts. Each student has a chance to spell a word. The ones who fail are eliminated from the contest.

Intermediate Phase



Second round of spelling bee. The winners must compete among themselves.

Wrap up



Third and last round of the Spelling Bee. The winner is the Spelling Bee champion of the class. A diploma signed by the teacher when possible is always welcomed by students. You can also name the second and third place. Adapt to your class environment.

Learning Session 22: “Great discoveries of the past”

Suggested time:

3 Periods.

Introduction:

Many gadgets now a days are invented for many people who remain anonymous or by corporations. This unit tries to visit some inventors who made themselves famous thanks to their inventions. The general purpose of this Learning Lesson is to help students use the past tense, while they discover the importance of perseverance.

Contents

- 4.1.5. Topic sentence to develop a paragraph
- 4.2.1. Extraction of key information from a text to answer questions.

Competencies

- 4. Writes simple sentences and descriptions of his environment by using basic terms.

Learning Outcomes

- 4.1. Writes sentences according to the right grammar structure.
- 4.2. Interprets the several meanings of a text.

Didactic Resources

- Cardboard paper
- Recycled sheets of paper
- Google Translate
- Printed dictionaries
- Electronic dictionaries
- Notebooks
- Other materials suggested by students

Initial phase:

Session 22, Period 1 Initial Phase



Write the name of the following inventions on the board:

light bulb telephone refrigerator braille thermometer microscope
printing paper wheel gasoline engine

Have students copy the names on their notebooks.

Intermediate Phase



Assign (preferably at random) one invention to each trio. They will investigate who the inventors are, what the inventor's life context was, and how their inventions benefited humanity. They should check their sources. Help them looking for appropriate sources. They will prepare a presentation to be given to the Primero Básico students, or another Segundo Básico class. If you have 2 or more classes, assign different inventions for each class. Do not repeat inventions. The presentation should be no longer than 3 minutes each.

Wrap up



Students prepare a questionnaire to give to their classmates during their presentation. Encourage the use of recycled paper. Allow students to be creative. They can use costumes, realia, posters or any other prop that can help them present better. Be ready to provide help, but have the students do the work.

Session 22, Period 2 Initial Phase



Put together the questionnaire for their presentation. Give feedback on the sentences they will be using. It should not be longer than 3 questions, and it should have simple language that the students who will see the presentation understand.

Intermediate Phase



Every group should rehearse their presentation. Depending on the size of your classroom and the number of sections available to make the presentations, have the students organize the logistic to present.

Wrap up



Fine tune all last-minute details regarding questions, ways of presenting, pronunciations and content.

Session 22, Period 3 Initial Phase



Iniciate the day with a short positive thought, to encourage the students to make their best effort when talking about the topic at hand. Inform them that at the end of the following Learning Lesson, they will deliver their presentation to classmates in other classrooms, and that they need to start thinking about logistics.

Wrap up



Provide feedback. Take into consideration that effort is more important than perfection. Tell them the positive things and the improvement opportunities you were able to see.

Learning Session 23: “How to plan an event”

Suggested time:

3 Periods.

Introduction:

Managing logistics is a soft skill a student needs to develop. Facilitate the students' work. Inform the administration before proceeding, but have the students ask for the necessary authorization, the logistics and preparation for their “Great discoveries of the past” presentations. Allow students to organize themselves, help only if you see an inconvenient situation could arise.

Contents

- 1.2.2. Expressions to ask for permission: Can and could.
- 1.2.6. Recalling an event: Past and past continuous.
- 2.1.8. Description of processes: gerund.

Competencies

1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.
2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.

Learning Outcomes

- 1.2. Responds to greetings, farewells and apologies appropriately.
- 2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.

Didactic Resources

- Materials suggested by students

Initial phase:

Session 23, Period 1 Initial Phase



Planning. Your students must make the necessary logistic arrangements to bring the presentations to other classes. Let them organize commissions for the different tasks that they need to perform for their presentation. Your role as coach and facilitator is key here.

Intermediate Phase



Presentation rehearsal of the material prepared the previous Learning Lesson.

Wrap up



Practice pronunciation and prepare material for the presentation in other classrooms.

Session 23, Period 2

Initial Phase



Provide some minutes to solve students' questions regarding pronunciation, sources of information and sentence construction as well as Grammar and Punctuation.

Intermediate Phase



Make the final logistic preparations and the final rehearsal of the discoveries they will present. Emphasize the need to have the event conducted in English.

Wrap up



Provide feedback upon the students' work. Facilitate, do not interfere. Respect has to be maintained during the process. Should any conflict arise, you are the authority who should solve it. Have the leaders of each trio show you the completed checklist for the presentation.

Session 23, Period 3

Initial Phase



Motivate the students to give the best of themselves.

Intermediate Phase



Go to the previously arranged classes and make the presentations. One member of each trio will be responsible for giving the audience the materials with the questions to enhance the other students' comprehension. Another member will oversee giving you a fully filled rubric.

Wrap up



Evaluate the experience. Keep the records of the students' work as a reference for next year.

Learning Session 24: “In case of emergency”

Suggested time:

3 Periods.

Introduction:

What to do in case of emergency can save lives. In this Learning Lesson, your students will try to determine what the most convenient procedure could be to deal with emergencies. A glossary of words in English to provide information to rescuers could save lives also. Listening and speaking skills are essential in accident situations, especially if the victim does not understand Spanish. You can be of help to rescuers!

Contents

- 2.1.8. Description of processes: gerund.
- 3.2.6. Order of events within a text: prepositions.
- 4.3.1. Description of a routine or a job description.

Competencies

2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.
3. Reads simple sentences in a given text about his daily life matters.
4. Writes simple sentences and descriptions of his environment by using basic terms.

Learning Outcomes

- 2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.
- 3.2. Makes inferences about the meaning of simple sentences.
- 4.3. Creates different kind of descriptions using basic terms.

Didactic Resources

- Cardboard paper
- Recycled sheets of paper
- Google Translate
- Printed dictionaries
- Electronic dictionaries
- Notebooks
- Other materials suggested by students

Initial phase:

Session 24, Period 1 Initial Phase



Generating question: What is an emergency protocol? We will work on one for the following situations. In order to do that, the students will investigate the experience in other countries using the internet. If no internet is available, CONRED or the Fire Department could be contacted, or both can be done.

Flood Earthquake Hurricane Volcano Eruption Landslide
Fire
Electric shock Car crash Poisoning Extreme allergy symptoms

Intermediate Phase



Assign teams to investigate what the best reactions for an emergency.

Wrap up



Ask parents or person in charge if they have lived an emergency, and what advice they could be to survive or help others.

Session 24, Period 2 Initial Phase



Provide some minutes to have students compare their answer from homework.

Intermediate Phase



Start writing the protocols. The final product should show concrete steps to take, and vocabulary and phrases to help rescuers or victims.

Wrap up



Inform students that the following class they will be performing short skits related to the emergency they have worked with. Start preparing dialogues for the skits.

Session 24, Period 3 Initial Phase



Help out students with any questions they might have regarding vocabulary, pronunciation.

Intermediate Phase



Skit presentation. Respect to all the participants should be emphasized and enforced.

Wrap up



Provide general feedback on the language used in the skits. Write on the board the words that have not been well pronounced. Help them pronounce correctly.

Learning Session 25: Integration 5 “The 72-hour survival backpack project”

Suggested time:

3 Periods.

Now you know it is your turn! You will prepare this three-period learning lesson for your students. Make yourself sure that you have an introduction, the competencies, the learning outcomes and the contents that are necessary to develop your class work.

Make use of your experience in previous integration activities. The 72-hour survival backpack can become a school project if the situation of your school permits it. It should be referred to the CONRED's advisory plan. As the teacher of the class, you better than anybody else should know if this activity is pertinent to make. If you don't see it feasible at once, this segment can be informational.

Introduction:

In Guatemala, natural disasters may occur without notice. Planning what to do in case of an emergency is extremely important. The family emergency response plan includes the 72-hour backpack.

Contents

4.3.1. Description of a routine or a job description.

Competencies

4. Writes simple sentences and descriptions of his environment by using basic terms.

Learning Outcomes

4.3. Creates different kind of descriptions using basic terms.

Didactic Resources

- (Write down the Didactic resources you will use during this session)

Initial phase:

Session 25, Period 1
Initial Phase

Intermediate Phase

Wrap up

Session 25, Period 2
Initial Phase

Intermediate Phase

Wrap up

Session 25, Period 3
Initial Phase

Intermediate Phase

Wrap up

Learning Session 26: “Where were you born?”

Suggested time:

3 Periods.

Introduction:

The place of birth gives specific rights and responsibilities. Expressing the best possible way the good thing your town or city has can be really helpful. It is important to emphasize in this unit that no matter where a person has been borne, the dignity of the person should be respected, as well as the persons' rights.

Contents

- 2.1.3. Fauna and flora: sentences.
- 2.1.7. Preferences: likes and dislikes.
- 3.3.3. Comic strips.

Competencies

- 2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.

Learning Outcomes

- 2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.
- 3.3. Explains by different ways the meaning of very simple sentences.

Didactic Resources

- Cardboard paper
- Recycled sheets of paper
- Markers
- Rulers
- Scissors
- Google Translate
- Printed dictionaries
- Electronic dictionaries
- Notebooks
- YouTube

Initial phase:

Session 26, Period 1 Initial Phase



The place where we are born gives us rights and responsibilities. We should be able to tell what the best characteristics of our birthplace are.

(Todo el grupo) (Actividad interactiva) Visualize the video <https://youtu.be/vmBS1u9wo9U>

Notice that the first part has music on it and the second is the same sequence with no sound.

Intermediate Phase



Have teams try to identify all the places in Guatemala that are shown on the video. Write notes on their notebooks. Play the video several times, to give students the opportunity to write details. The team members complement one another's knowledge.

Wrap up



Ask parents or person in charge which are their favorite places in Guatemala.

Session 26, Period 2 Initial Phase



Provide some minutes to have students compare their answer from homework.

Intermediate Phase



Write an essay saying what your favorite place in Guatemala is. Tell why and if you have had an experience there. Topic sentence and support sentences must be included.

Wrap up



Have students organize teams for poster making in the following class. They should make a collage or a poster of one of the places shown on the video.

Session 26, Period 3 Initial Phase



Practice the right pronunciation of the question "Where were you born? Have choral repetition if necessary.

Intermediate Phase



Elaborate a poster or a collage of the place of Guatemala they have been assigned. Encourage the use of recycled paper. All students must participate. Provide the time and room to work.

Wrap up



Place the posters in appropriate locations in the class or in authorized places in the school.

Learning Session 27: “The History of our town”

Suggested time:

3 Periods.

Introduction:

In the previous Learning Lesson, we talked about Guatemala as a country. It is time to have our hometown as a topic. Describing one's town or city might be important in case a person is abroad and is asked where his hometown is.

Contents

- 2.2.3. Life experiences: past, present and future tense
- 3.2.1. Daily facts: extract key information
- 4.1.4. Facts and opinions about an animal.

Competencies

2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.
3. Reads simple sentences in a given text about his daily life matters.
4. Writes simple sentences and descriptions of his environment by using basic terms.

Learning Outcomes

- 2.2. Asks and answers basic questions about familiar topics using simple tenses.
- 3.2. Makes inferences about the meaning of simple sentences.
- 4.1. Writes sentences according to the right grammar structure.

Didactic Resources

- Cardboard paper
- Recycled sheets of paper
- Markers
- Rulers
- Scissors
- Google Translate
- Printed dictionaries
- Electronic dictionaries
- Notebooks
- YouTube

Initial phase:

Session 27, Period 1 Initial Phase



If there is a library at school or if there is a library in town or near your school, this will be a very good opportunity to have an outing to the library. Looking for the town or city History should help students practice the Language relating it to very concrete things.

Other activity your students and you could do, will be to visit an elderly center, interview people who have lived in your town or city for some time, and get some anecdotes. Please take notice that any outing with students must have authorization from parents and school authorities.

Intermediate Phase



Have students prepare interviews with people looking for life experiences. Include in the interview some questions related to traditions there might be in your town or city. students must manage the project, with your supervision. Establish some ground rules, regarding Historic facts of your hometown. Do ask help from the Social Studies Teacher if available.

Wrap up



Ask parents or person in charge about anecdotes and stories of the town or city you live in.

Session 27, Period 2 Initial Phase



Provide some minutes to have students compare their answer from homework.

Intermediate Phase



Go and interview the people you have decided to work with. Make yourself sure that the people your students will interview consider the activity as an invitation to tell a nice anecdote about your city or town.

Wrap up



Start putting together the results of the interviews.

Session 27, Period 3 Initial Phase



Finish putting together the results of the interviews. Provide your students with guidance regarding the ideas that will be placed in a final document. A balance should be met; not everything can be positive or negative.

Intermediate Phase



Create a profile of your town or city: Year of foundation, former names (if it is the case), interesting places to visit, famous people who have visited or live in town, etc.

Wrap up



Provide feedback on the profiles while you circulate in the class.

Learning Session 28: “Important events from my life”

Suggested time:

3 Periods.

Introduction:

There are certain moments that mark our lives. Usually they have strong emotions that make those events unforgettable. In Segundo Básico is a good moment to recapitulate about those important moments. Happy, hurtful, sad and extremely joyful, they make us who we are.

Contents

- 2.1.8. Description of processes: gerund.
- 3.2.7. Main points of a story.

Competencies

2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.
3. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.

Learning Outcomes

- 2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.
- 3.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.
- 3.3. Explains by different ways the meaning of very simple sentences.

Didactic Resources

- Cardboard paper
- Recycled sheets of paper
- Google Translate
- Printed dictionaries
- Electronic dictionaries
- Notebooks
- Other materials suggested by students

Initial phase:

Session 28, Period 1 Initial Phase



Today we will take time to reflect on the important days of our lives. You will produce a timeline indicating where the important events in your life are. You can find an example watching this video: <https://youtu.be/o50HA6QTxj0> Repeat the video two or three times, or the times you deem necessary.

Intermediate Phase



Using the notebook, students take notes on what a timeline is and what presentations it can have.

Wrap up



Ask parents or person in charge about important events of your life that probably you are not aware of, like, when you started walking, talking, etc.

Session 28, Period 2 Initial Phase



Provide some minutes to have students share their answers from homework.

Intermediate Phase



Students start elaborating a personal timeline. Allow them to be as creative as possible.

Wrap up



Solve any question regarding the vocabulary or chronological order of a timeline.



Session 28, Period 3 Initial Phase



Give students some minutes to have their timelines prepared.

Intermediate Phase



Have students present their timelines in pairs. Provide each student a rubric so they can provide feedback to the other student after presenting. Facilitate the process and circulate. If some students volunteer to present to the whole class, allow them to do so. You decide what is best for your class.

Wrap up Checkpoint



Check each timeline. Assign a grade if appropriate. Provide feedback in a positive way.

Learning Session 29: “I want to be a chef”

Suggested time:

3 Periods.

Introduction:

Cooking is an important part of life. Not everybody can do so. During this Learning Lesson, food related vocabulary will be emphasized.

Contents

- 2.1.2. Daily life: sentences.
- 2.2.2. Things you enjoy doing: affirmative and negative sentences.
- 2.3.2. Description of how to prepare a family dish: sentences.

Competencies

- 2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.

Learning Outcomes

- 2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.
- 2.2. Asks and answers basic questions about familiar topics using simple tenses.
- 2.3 Builds short speeches about his context or basic topics.

Didactic Resources

- Cardboard paper
- Recycled sheets of paper
- Google Translate
- Printed dictionaries
- Electronic dictionaries
- Notebooks
- Timers
- YouTube

Initial phase:

Session 29, Period 1 Initial Phase



Cooking is an art and it can become a profession

(Actividad interactiva) Show the video <https://youtu.be/PUP7U5vTMM0>

Intermediate Phase



Have students write on their notebooks: 1. All the ingredients 2. All the cooking utensils the man uses. 3. All the words they do not know how to say in English. Allow them to use dictionaries.

Wrap up



Ask parents or person in charge for help to cook a simple thing you can bring for recess food next day to school (if you don't cook).

Session 29, Period 2

Initial Phase



List the advantages and disadvantages of being a professional chef.

Intermediate Phase



Decide what dish they could cook of fix for their families during the weekend or any moment. Emphasize the importance of having a clean environment and utensils, hand washing and organization when cooking.

Wrap up



Ask students to bring a fruit to class. Ask them to be ready to make a big fruit salad to share with everyone. In the areas where this is not appropriate for the conditions, consider an alternative activity.

Before doing this activity, be sure to have all the permissions from parents and school authorities. If you have more than one section, you can decide to replicate the activity several times or have just one. It all depends on your circumstances. Please organize the logistics in such a way that the project does not become a problem. It could be convenient to ask help from colleagues. All the actual work should be done by the students.

Session 29, Period 3

Initial Phase

Have students prepare the ingredients for the fruit or vegetable salad you will prepare.

Intermediate Phase



Have students prepare the fruit or vegetable salad. Help them execute the recipe in order. Students could be organized in such a way that everyone participates. At the end, make yourself sure that all the spaces used have been cleaned.

Wrap up



Fill up a rubric evaluating the activity.

Learning Session 30: Integration 6 “Native food”

Suggested time:

3 Periods.

Now you know it is your turn! You will prepare this three-period learning lesson for your students. Make yourself sure that you have an introduction, the competencies, the learning outcomes and the contents that are necessary to develop your class work.

Make use of your experience in previous integration activities. Your students can be as creative as they want. They could talk about one native dish from the city or town you live in, or other countries' food that we find strange. The importance of this unit is that the students develop the ability to talk about and order food when necessary.

Introduction:

Cooking encourages your students to explore a variety of foods and to use new vocabulary, by the way, they can taste different native foods.

Contents

- 1.1.1. Places we visit: New vocabulary.
- 1.1.2. Countries and nationalities: adjectives.
- 2.1.7. Preferences: likes and dislikes.
- 2.1.8. Description of processes: gerund.
- 2.3.2. Description of how to prepare a family dish: sentences.

Competencies

1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.
2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.

Learning Outcomes

- 1.1. Distinguishes the meaning of basic vocabulary concerning to familiar topics.
- 2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.
- 2.3. Builds short speeches about his context or basic topics.

Didactic Resources

- Write down the Didactic resources you will use during this session

Initial phase:

Session 30, Period 1
Initial Phase

Intermediate Phase

Wrap up

Session 30, Period 2
Initial Phase

Intermediate Phase

Wrap up

Session 30, Period 3
Initial Phase

Intermediate Phase

Wrap up

Learning Session 31: “What’s on: theater and entertainments”

Suggested time:

3 Periods.

Introduction:

Watching movies is a favorite pastime for many people. The purpose of this Learning Lesson is to learn how to watch movies or videos taking advantage of them to practice Listening comprehension.

Competencies

1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.
3. Reads simple sentences in a given text about his daily life matters.

Contents

- 1.2.2. Expressions to ask for permission: Can and could.
- 1.2.4. Words or phrases to express obligation, prohibition, permission: modal auxiliaries (can, could, have to, should).
- 1.3.6. Comparison and contrast of people and places: comparative adjectives.
- 3.3.3. Comic strips.

Learning Outcomes

- 1.2. Responds to greetings, farewells and apologies appropriately.
- 1.3. Understands sentences about known topics.
- 3.3. Explains by different ways the meaning of very simple sentences.

Didactic Resources

- Notebooks
- A Movie player (any media)
- A convenient movie with subtitles in English or small movie segments from Youtube)

Initial phase:

Session 31, Period 1 Initial Phase



Movies that have been filmed in English, usually have subtitles in English. We can take advantage from that feature.

Intermediate Phase



You are going to help students become aware of their senses and how they can take advantage of movies.

Have students ready their notebooks. First, play only the sound of the short segment found at <https://youtu.be/Rnww09Zol6w->

Have students write as many words as they can recognize. Then play the movie segment, following the four parts indicated there: Original clip, Subtitle viewing, Key words and replay of original clip.

Wrap up

Ask student when they were able to understand more. Make conclusions.

Session 31, Period 2 **Initial Phase**



Tell each other what your favorite movie is.

Intermediate Phase



Have students make a comic book showing scenes of your favorite movie. You can decide if this activity should be individual or in pairs. Depends on your classroom situation.

Wrap up



Finish your comic strips. In our next class, you will be sharing it with a classmate. If you see it convenient, tell students that at the end, of the next class, the ones who would like to paste their comic strips on the wall will have a special place to do so.

Session 31, Period 3 **Initial Phase**



Movie time! Have the logistics prepared, to watch a segment of a movie with the students. Students will have notebooks ready.

Intermediate Phase



Ask students to write or draw the most important part of the segment you will watch.

Wrap up



Make a simple timeline on the board, telling the sequence of events shown on the movie.:

Learning Session 32: “Preventing bullying”

Suggested time:

3 Periods.

Introduction:

Bullying is a problem in many parts of the world. Preventing bullying by respecting others should be a priority in our education system.

Contents

- 1.2.2. Expressions to ask for permission: Can and could.
- 1.2.6. Recalling an event: Past and past continuous.
- 2.1.2. Daily life: sentences.
- 2.3.1. Life and own experiences: past tense review.

Competencies

1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.
2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.

Learning Outcomes

- 1.2. Responds to greetings, farewells and apologies appropriately.
- 2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.
- 2.3. Builds short speeches about his context or basic topics.

Didactic Resources

- Internet articles
- YouTube
- Notebooks

Initial phase:

Session 32, Period 1 Initial Phase



Ask your students to read the article found on <https://www.stopbullying.gov/what-is-bullying/index.html> or find an article you see fit for your class.

Intermediate Phase



Have teams write down the main ideas they have understood regarding bullying coming from the article.

Wrap up



Ask parents or person in charge if they have suffered, observed or seen you presenting bullying characteristics. Instruct students that in the case of being bullied, it is necessary that they report the inappropriate behavior to their family, teachers or school authorities. If one of your students consider himself or herself a bully, help him look for help.

Session 32, Period 2 Initial Phase



Provide some minutes to have students compare their answer from homework.

Intermediate Phase



Have students express why bullying is not an appropriate way of behavior. Have each team write one preventive measure against bullying that you can implement in class. Do ask students to propose measurable and concrete actions that they see necessary.

Wrap up



Have teams share their proposals with the class.

Session 32, Period 3 Initial Phase



Watch the video at <https://www.youtube.com/watch?v=dmV4IzJZEVs>

Intermediate Phase



Stop the video at minute 2 :3". Have the team's reaction. Is it the correct way to treat a lady? Are the teenagers on the video behaving in a civilized manner? What would you do differently

Continue the video.

When it finishes, have teams make conclusions.

Wrap up



Have students write their opinion on the events that took place in the video. Have the students tell what the moral of the story is. |

Learning Session 33: “If we don’t pay the electricity bill...”

Suggested time:

3 Periods.

Introduction:

Paying bills is an important part of life. Cause and effect are emphasized during this learning Lesson.

Contents

- 1.2.3. Suggestions: how about and why don't ...
- 1.3.4. Numbers, fractions and math symbols.
- 1.3.5. Life experiences: present continuous tense.
- 2.2.3. Life experiences: past, present and future tense.
- 3.2.1. Daily facts: extract key information.
- 4.2.2. Difference between facts from opinions.

Competencies

1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.
2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.

Learning Outcomes

- 1.2. Responds to greetings, farewells and apologies appropriately.
- 1.3. Understands sentences about known topics.
- 2.2. Asks and answers basic questions about familiar topics using simple tenses.
- 3.2. Makes inferences about the meaning of simple sentences.
- 4.2. Interprets the several meanings of a text.

Didactic Resources

- Internet articles
- YouTube
- Notebooks

Initial phase:

Session 33, Period 1 Initial Phase



Explain your students what a conditional is. (Actividad interactiva) You can check this video, or if you consider your students are ready, show it to them. <https://youtu.be/9ifCM8kJFKI>

Intermediate Phase



Have students write 5 conditional sentences on the notebooks as instructed on the video. If you decide not to play the video or it is not possible to show it to class, give yourself the instruction.

Wrap up



Ask parents or person in charge which bills must be paid, like water, electricity, etc.

Session 33, Period 2 Initial Phase



Provide some minutes to have students compare their answer from homework.

Intermediate Phase



Have students write 10 sentences each using the structure of this learning lesson. Give some examples if necessary.

- If you don't eat vegetables, you will not be healthy.
- If we don't hurry, we'll miss the bus.
- If it's sunny, we will go to take a walk.

Wrap up



Ask some volunteers to read some of the sentences.

Session 33, Period 3 Initial Phase



Tell your students that it is skit time. Give them 8 minutes to prepare a skit using the structure " If ___ don't _____, _____- They must use it at least two time in the skit. You can add a couple of minutes to the time in case your students need them, but it would be better to stick to the time.

Intermediate Phase



Write on the board a simple rubric to evaluate the skits. Have students copy it on their notebooks. Have students perform the skits to the class.

Wrap up



Provide each student a strip of recycled paper so they can write two sentences. Collect the strips at the end of the class. Return them at the beginning of the next class providing feedback.

Learning Session 34: “How to repair my computer”

Suggested time:

3 Periods.

Introduction:

Using a computer is everyday more common. If you do not have access to computer in the classroom, you might substitute this unit for another one that fits your situation, like “How to repair a door knob”, or “How to change a light bulb”. The emphasis during this Learning Lesson is the steps of a process.

Contents

- 1.1.3. Routines: Adverbs of frequency
- 1.1.4. Technology, actions, people and popular sports: Vocabulary related.
- 1.2.3. Suggestions: how about and why don't ...

Competencies

1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.

Learning Outcomes

- 1.1. Distinguishes the meaning of basic vocabulary concerning to familiar topics.
- 1.2. Responds to greetings, farewells and apologies appropriately.

Didactic Resources

- Dictionary
- PCs
- Notebooks
- YouTube
- Internet browsers

Initial phase:

Session 34, Period 1 Initial Phase



Tell students that it is necessary for them to distinguish between hardware and software. Usually when it is a hardware problem, we need to have the computer repaired by a technician. When it is a software problem, usually we can do more.

Intermediate Phase



Show this video, which is for Microsoft® Windows. If you use a different operative system, feel free to look up for another video. <https://youtu.be/8f5wmGani4I>

Wrap up



Ask parents or person in charge when the first time they saw a computer was. It does not have to be an exact date, just an approximate. Record your answer.

Session 34, Period 2 Initial Phase



Provide some minutes to have students compare their answer from homework.

Intermediate Phase



Have students try the software tools shown on the video. Ask them if they know any other tools.

Wrap up



Capture a screen image on each computer you use, write the name of the students and the date. Save it as proof of work.

Session 34, Period 3 Initial Phase



Have students write on their notebooks the steps that they need to take to shut down a computer properly.

Intermediate Phase



Have students investigate on the internet what happens if you do not turn off a computer properly. Also ask them to investigate what the function of an antivirus is on a computer. Provide enough time.

Wrap up



Write down two possible consequences of not shutting down a computer properly and two of not having an antivirus installed..

Learning Session 35: Integration 7 “Theater play”

Suggested time:

3 Periods.

Now you know it is your turn! You will prepare this three-period learning lesson for your students. Make yourself sure that you have an introduction, the competencies, the learning outcomes and the contents that are necessary to develop your class work. Make use of your experience in previous integration activities.

A theater play addressing the preventions of bullying could be prepared. The play would be played to the Primero Básico students. The plays should have simple vocabulary, show the situations where respect must come first, and promote the culture of a bullying-free environment. If applicable, depending on your group and their creativity, it could be played to other classmates, levels, schools, etc.

Introduction:

Theater play in the classroom builds confidence in the students and helps them to develop language communication skills beside encourages them to cooperate and to develop their emotional intelligence.

Contents

- 2.1.5. Future plans: future tense review.
- 3.2.3. Different topics: fiction and Information texts.
- 3.2.9. Recognition of anecdote elements.
- 3.3.1. Gestures and mimics.

Competencies

2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.
3. Reads simple sentences in a given text about his daily life matters.

Learning Outcomes

- 2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.
- 3.2. Makes inferences about the meaning of simple sentences.
- 3.3. Explains by different ways the meaning of very simple sentences.

Didactic Resources

- (Write down the Didactic resources you will use during this session)

Initial phase:

Session 35, Period 1
Initial Phase

Intermediate Phase

Wrap up

Session 35, Period 2
Initial Phase

Intermediate Phase

Wrap up

Session 35, Period 3
Initial Phase

Intermediate Phase

Wrap up

Learning Session 36: “Taking care of fauna and flora”

Suggested time:

3 Periods.

Introduction:

Taking care of nature is one of our biggest responsibilities. We should contribute in any way we can to preserve the endangered species of our fauna and flora.

Contents

- 1.3.5. Life experiences: present continuous tense.
- 2.1.3. Fauna and flora: sentences.
- 4.1.4. Facts and opinions about an animal.
- 4.3.4. Description of how to give a hand within the community.

Didactic Resources

- DictionaryNotebooks
- YouTube
- Internet browsers
- Cardboard paper
- Recycled sheets of paper
- Markers
- Rulers
- Scissors
- Google Translate
- Printed dictionaries
- Electronic dictionaries
- Other materials suggested by students

Competencies

1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.
2. Communicates ideas using familiar phrases, everyday expressions and structured ideas by means of speeches.
4. Writes simple sentences and descriptions of his environment by using basic terms.

Learning Outcomes

- 1.3. Understands sentences about known topics.
- 2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases and simple sentences.
- 4.1. Writes sentences according to the right grammar structure.
- 4.3. Creates different kind of descriptions using basic terms.

Initial phase:

Session 36, Period 1 Initial Phase



Have students investigate which endangered species of both flora and fauna live in Guatemala. For your reference, you might want to visit <http://earthsendangered.com/search-regions3.asp>

Intermediate Phase



List all the endangered species product of your investigation.

Wrap up



Ask parents or person in charge if they know about any endangered species of flora or fauna in our country. They might, or they might not know about the topic. In either case, record your answer.

Session 36, Period 2 Initial Phase



Provide some minutes to have students compare their answer from homework.

Intermediate Phase



Have teams brainstorm on the topic "How can we take care of our flora and fauna?". After the brainstorming, have students select 2 concrete actions that could have effect on the preservation of the endangered species.

Wrap up



Ask students to prepare an end of the school year activity, where they will show using art their appreciation for endangered species. Request the help of the Art teacher if possible. Plan and prepare for the last class of this cycle to make posters on this topic. Try using recycled materials.

Session 36, Period 3 Initial Phase



Have students prepare the material they will use.

Intermediate Phase



Have the students make the posters. They could have them as part of their classroom decoration for the following year if they want. Students should be as creative as they want. You are the one who decides what goes ahead and what does not.

Wrap up



Store in a secure location the posters if they want to use them at the beginning of the school years. Facilitate this as a farewell activity for the school year.

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