



Guía metodológica para el Docente

**Área Comunicación y Lenguaje
Idiona Extranjero Inglés**

Tercer grado Ciclo Básico

Autoridades del Ministerio de Educación

Oscar Hugo López Rivas
Ministro de Educación

Héctor Alejandro Canto Mejía
Viceministro Técnico de Educación

María Eugenia Barrios Robles de Mejía
Viceministra Administrativa de Educación

Daniel Domingo López
Viceministro de Educación Bilingüe e Intercultural

José Inocente Moreno Cámbara
Viceministro de Diseño y Verificación de la Calidad Educativa

Samuel Neftalí Puac Méndez
Director General de Currículo (Digecur)

Carlos Alfonso López Alonzo
Subdirector de Diseño y Desarrollo Curricular

Licenciada Zaida Lorena Aragón de Argueta
Subdirectora de Evaluación Curricular

Especialista

Inga. Rossana Patricia Zuleta
M. Ed. Carlos Alfonso Alejos Marroquín

Diseño y Diagramación

Licda. Jessika Valeska Del Vecchio Mendoza

© **MINEDUC -DIGECUR** Ministerio de Educación de Guatemala

www.mineduc.gob.gt / www.mineduc.edu.gt

Dirección General de Currículo

6ª. Calle 1-36, zona 10, Edificio Valsari, 5º nivel, Guatemala, C.A. 01010

Guatemala, 2019

Se puede reproducir total o parcialmente siempre y cuando se cite al Ministerio de Educación -MINEDUC- y / o a los titulares del copyright, como fuente de origen y que no sea con usos comerciales para transmitirlo.

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.*

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 grup
	Home work
	Intercative activity
	What we need to know
	Let's research

Todas las imágenes usadas en este trabajo cuentan con la licencia de "Comunes Creativos", -organización sin fines de lucro- con el propósito de no infringir las leyes referentes a derechos de autor. Por favor tomarlo en cuenta, con énfasis en la cultura preventiva.

Learning Session 1

“What’s in the news?”

Suggested time

3 periods

Introduction

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

Competencies

1. Understands basic sentences in simple and compound tenses.
3. Reads very basic texts concerning to his immediate environment and background.

Contents

- 1.1.2. Word formation for a sentence.
- 1.1.3. Latest TV or radio news: Usage of speak, talk and say.
- 3.3.2. Identifies the main points of a selected news story.

Learning outcomes

- 1.1. Responds to sequence main ideas or events given at classroom.
- 3.3. Analyzes the primarily intention of very basic texts.

Didactic Resources

- Board
- Dictionary
- Graphic organizer charts
- Newspaper or magazine cut outs
- Notebooks
- YouTube

Session 1, Period 1

Initial Phase



Ask students if they usually watch or listen to the news. If they don't, elicit the name of a news outlet (newspaper, radio or tv news show, etc.). Make sure that all students are included.



Have Ss ask each other their favorite source of news, or the source of news they are exposed the most.

Model complete sentences:

My favorite (newspaper/ news radio or tv show) is _____. It is from _____.
I don't like _____ but I like (name of news outlet).
I can / can't (read / hear / watch) it on the Internet.



Intermediate Phase

Present to the class pictures (from newspapers, magazines, or other sources of news that have happened recently. Include only positive news. Avoid showing political or grotesque content.

Form criteria on the students regarding the credibility of a news outlet and what news are important to watch.

Point to each one and have them tell what they are about. Try to include new from Guatemala and other countries.



In groups of four (4), they will discuss what the best source of news is, and what activities they usually report. Key vocabulary: Newscaster, camera operator, famous, media, newspaper, news show, podcast, blog, digital newspaper, digital radio, digital tv show.

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 the media they obtain the news from. If they don't have a favorite news outlet, the characteristic of a newspaper or news outlet they consider popular in Guatemala. Have them list the words they don't know and have them look them up in a dictionary. Then help them form complete sentences. Provide patterns on the board.



Refer each student to the Student Book. Ask each student to list famous news outlets they know.

Ask the student to make a graphic organizer to compare formats, contents, and other aspects they consider important.

Wrap up Formative Assessment

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

NOTE: Support yourself by using different kinds of news available over the internet when possible; encourage students to use printed or electronic dictionaries when available.



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

Session 1, Period 2

Initial Phase



Activate Prior Knowledge: Divide the class into two groups. Ask each group to list as news outlets as they can. Suggested time: 5 minutes. Name a score keeper. Explain to Ss that they are going to play Pictionary. Have the two groups form a line or assign a number to each member. From the list they have produced, they must **draw** on the board one of section of the news outlets on the list **without using any letters**. The other team must guess what the news outlet and section is. Each turn should not exceed 30 seconds. If they do not guess, the next team gets the next turn.



Intermediate Phase

Have Students listen to the audio found in <https://www.spotlightenglish.com/listen/the-worlds-favourite-food-bread>

Have them identify the main idea and write down as many words as they can. Stop the audio at 4:21. Explain it is not a dictation, but rather an idea and word identification.



Wrap up

Show the video, <https://youtu.be/g4JuWfxlin0> and have students match the letters with the sound.

If it is not possible to show the video, have handouts printed from the transcript found in <https://www.spotlightenglish.com/listen/the-worlds-favourite-food-bread#transcript>

Session 1, Period 3

Initial Phase



Start off the lesson visualizing a video where an extraordinary event is taking place. Suggested: First walk on the moon.

If you do not have access to video in class, you can visualize the video first, and have another option to present moon landing.

Suggested video: <https://youtu.be/gayth1yvG0g>

Ask students to write the main idea from the event you select, as well as the news outlet name. Have them describe the event they see,

Checkpoint

Visualize again and have them write short sentences in order, describing the events.

Intermediate Phase

Have Students describe using short sentences the event they watch.

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



Wrap up

Ask students to think about the importance of the event they have seen. How can you tell this event was important?

Ask parents or person in charge if they remember the day depicted in the news story you have presented in class. Have students write a short comment from the answers they receive.

Learning Session 2

“Good news and bad news”

Suggested time

3 periods

Introduction

Vocabulary related to ways of telling the news used by different media outlets. Have Students compare the number of good news versus the number of bad news presented on a given media outlet. Give them criteria related to ethics in journalism. You can use https://en.wikipedia.org/wiki/Radio_Television_Digital_News_Association or other material you find suitable.

Contents

- 1.2.1. Good and bad news.
- 3.2.2. Extraction of facts from news or a story.

Competencies

1. Understands basic sentences in simple and compound tenses.
3. Reads very basic texts concerning to his immediate environment and background.

Learning outcomes

- 1.2. Deduces the meaning of basic conversations of known topics.
- 3.2. Makes inferences about the meaning of very basic texts.

Didactic Resources

- Board
- Dictionary
- Diverse News outlets: Newspapers, magazines, broadcasted material, digital sources
- Naturalreaders.com/online/
- Notebooks
- Notebooks
- YouTube

Session 2, Period 1

Initial phase



Divide the class into groups of three. Have each group prepare a presentation about current news that are good or positive. Ask students to concentrate on achievements people have obtained as well as charitable work. The presentation should be short, with very specific parts: 1. Source. 2. Contents and 3. Conclusions. You can add other parts for your group

Note: If technology is available, have students use a text to voice program, like <https://www.naturalreaders.com/online/> to prepare their presentation.



Intermediate Phase

Take turns to make the presentations.

Usually finding good news is harder in the news outlet, so it would be convenient to help Students out to places where they can find them.



Students return to groups of three.



Have Students elaborate a glossary of words that are used to report the news.
Formative Assessment: Make yourself sure all students work.

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 their materials.

Session 2, Period 2

Initial phase



Activate Prior Knowledge. Ask Students if they know names of news outlet. Write down on the board the names they say.

If some of the students mention CNN (Cable News Network), ask the student(s) to tell what kind of news they show. If nobody mentions this specific news outlet, introduce it yourself. Be emphatic in transmitting students the idea that you are not saying that it is the best source of news but focus the activity in the idea of a person (an entrepreneur) that became successful.

Intermediate Phase



Have students prepare their notebooks and ask them to write as many words as they can related to the news while and after watching the video. Use the closed caption option if available.



Watch the video <https://youtu.be/ACQppLINvsg>
(Ted Turner started CNN when technology challenged competitors, and now it is a world wide corporation.)



Now divide the class into groups of 4. Ask them to compare the words they have written. Have them put together a list of words for the group. Allow them to use google translate or dictionaries if available.

Wrap up



Ask students their opinion about the way they started to work. Was it easy? Was it difficult? Why?



Bring to class a list of 3 news that are related to Guatemala.

Session 2, Period 3

Initial Phase



Start by sharing the information about the news related to Guatemala they have watched, listened or read at home.

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: The News.

Dictate each word three times spelling it. Then write the words on the board and have students correct their work. Use news outlet related words.

Radio

Television

Blogs

Twitter

Newspaper

And other words you would like to include.



Keep the groups of 3. Have Students create a collage to decorate the class, related to the news outlets they are familiar with. Drawings, newspaper and magazine cut outs, or printed material from the internet can be used. Let Students use their creativity. Use recycled material when possible.

Wrap up



1. 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.



Have Students take their notebooks home. Have them ask their mother, father or person in charge what it his or her favorite news outlet and for how long has he or she followed it. Prepare a short presentation for class.

Learning Session 3 “Sports news”

Suggested time

3 periods

Introduction

Sports news are usually followed by students or teacher. Take the opportunity to make a grammar tense review.

Competencies

1. Understands basic sentences in simple and compound tenses.
2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.

Contents

- 1.1.4. Explanation of an injury or pain helping himself: use of adverbs.
- 1.2.3. Lifestyles: modal Auxiliaries.
- 1.3.1. Tense review: past, present or future.
- 1.3.4. Revisions of past participles of irregular verbs.
- 3.1.1. Sport descriptions for playing or for practicing a hobby.
- 4.1.3. Narration or description of his accomplishments: present perfect tense.

Learning outcomes

- 1.1. Responds to sequence main ideas or events given at classroom.
- 1.2. Deduces the meaning of basic conversations of known topics.
- 1.3. Compares grammar structure of simple and compound tenses.
- 3.1. Finds specific information in short and everyday readings.
- 4.1. Writes narrations about different topics of his context.

Didactic Resources

- Board
- Dictionary
- Dictionary
- Notebook
- Word cards
- YouTube

Session 3, Period 1 Initial phase



Prior Knowledge activation: What is your favorite sport?



Intermediate Phase

Check answers with the class. Have students quickly state the sport they think is the most popular. Help them use an electronic or paper edition dictionary if necessary and available.



Ask Students to have notebooks ready, identify the sports shown on the video.



Watch the video of Greatest Sports Moments. It is almost 30 minutes long. You decide when to stop, depending on the group. Just watching the video is not the purpose of the activity, but having students identify the sports, and the way they are reported. Some sports are narrated, other sports are not. <https://youtu.be/o7W7OvETO40>



Wrap up Formative Assessment:

If there is a sport, they do not know anything about, call the students attention or ask them to investigate historically about it, facilitate the process.

Have Ss ask people at home what media they used to follow sports customarily, if any.

Session 3, Period 2

Initial phase



Start the homework report via an informal chat with the students. Have them quickly express whether people at home follow sports using news outlets and media.

Teacher rubric: 1. Student has brought information. 2. Student has not brought enough information. 3. Student has not brought any information whatsoever.



Intermediate Phase

Have students work together with a partner to compare the situations at their homes

Have them write on their notebooks the similarities and differences.



Have Students hear the Spotlight segment "Head injuries".

<https://spotlightenglish.com/listen/head-injuries-in-sports>

If possible, use the transcript provided on the website. If not, have students write the main ideas on their notebooks.



Wrap up

Have students describe the dangers of concussions and other sports injuries.



Find out about famous players who have suffered concussions.

Session 3, Period 3

Beginning Phase



Start the class with the findings of the student's homework. You decide if you want to chat or collect papers from Students, depending on your group.

Teacher rubric: 1. Student has brought information. 2. Student has not brought enough information. 3. Student has not brought any information whatsoever.



Intermediate Phase

Have your students watch the video for 2 minutes or more (depending on the availability of time).

Watch the video yourself first. You can look for other funny sports video, but discretion is emphatically advised.



https://youtu.be/O_lufsE7AC4



Wrap up

Have students think why some of the situations were funny and other situations were not.

Learning Session 4 “Fact or opinion?”

Suggested time

3 periods

Introduction

Students must be able to identify fact from opinion to state later on fact-based research and their personal opinion.

Competencies

1. Understands basic sentences in simple and compound tenses.
2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.

Contents

- 1.3.6. Personal preferences: Recognizes verbs which take infinitives and/or gerunds.
- 2.1.3. Likes and dislikes: like, prefer, rather.

Learning outcomes

- 1.3. Compares grammar structure of simple and compound tenses.
- 2.1. Makes oral presentations about familiar topics and personal experiences.

Didactic Resources

- Electronic dictionaries
- Google Translate
- <https://www.reference.com/world-view/important-distinguish-fact-opinion-96c206c4f5c3ecaf>
- Printed dictionaries
- Recycled or reused material
- YouTube

Session 4, Period 1

Initial phase



Have students look up for definitions for “fact” and “opinion” on the dictionary of your preference. You may want to visit www.merriam-webster.com for a definition in English. You can take advantage of the opportunity to show students how electronic dictionaries work, if they are available and you see it appropriate.



Have students check the fact and opinion graphic organizer on the students book, or visit <https://www.havefunteaching.com/resource/reading/fact-and-opinion-graphic-organizer/>

Show students the video on https://youtu.be/Flyt5pEcE_g



Intermediate Phase

Have students fill out the graphic organizer stating facts and opinions from the video they have seen or other sources you choose.

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 facts and opinions graphic organizers.

Formative Assessment

Give students chance to write complete sentences. Then check that each one have at least two facts and two opinions stated.

You can use the following rubric

- *= No clear difference between fact and opinion.
- **= Concepts are clearly stated and differentiated, with spelling mistakes.
- ***= Fact and opinion are clearly stated with no spelling mistakes.

Wrap up



“**What did we learn today?**” The students should be able to utter sentences expressing facts and opinions.

Session 4, Period 2

Initial phase



Have students use <https://translate.google.com/?hl=es> to gather vocabulary regarding facts in their class and school.

For example:

Facts: We are in (name of the place you are at). We can check that in a map.
Our country's name is Guatemala. We can check that in a map too.

Intermediate Phase



Work on a mural where they will express facts about their community and Guatemala that makes us a great country. 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 the facts they have considered about Guatemala.

Homework

Have students think of activities that in their opinion will help our class and school look better.

Session 4, Period 3

Initial phase



Explain Students what an action plan is. Provide students with phrases to work with expressing their opinions, based on homework material. "We should maintain our class clean", "Maybe we could", "Another thing we could do is"

Intermediate Phase



Have students write down an action plan for a step they will take to achieve one of the activities 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 why, in their opinion, doing the activities they propose will be convenient for all.

Prepare for the integration lesson.

Wrap up



Take a vote on which of the suggestions coming from their opinions should be implemented, and if you consider them convenient, do so with students.

Checkpoint

Explain that all opinions should be respected. Have them use the graphic organizer they used in period 1 to record if they have been able to distinguish facts from opinions.

Learning Session 5 Integration 1

“What’s in the news in our school? (Accomplishments)”

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. Fact and opinion should be clearly seen through the unit. Have students report the accomplishments all students in the class or school have obtained last year. Emphasize the importance of reporting facts, and state opinions clearly.

Introduction

School life is important for students because it provides several opportunities to develop language abilities. Let them grow while speaking about their school life.

Competencies

1. Understands basic sentences in simple and compound tenses.

Contents

- 1.1.3. Latest TV or radio news: Usage of speak, talk and say.
- 1.2.1. Good and bad news.

Learning outcomes

- 1.1. Responds to sequence main ideas or events given at classroom.
- 1.2. Deduces the meaning of basic conversations of known topics.

Didactic Resources

- 1.1. Responds to sequence main ideas or events given at classroom.
- 1.2. Deduces the meaning of basic conversations of known topics.

Session 5, Period 1
Initial phase

[Empty dotted box for Initial phase]

Intermediate Phase

[Empty dotted box for Intermediate Phase]

Wrap up

[Empty dotted box for Wrap up]

Session 5, Period 2
Initial phase

[Empty dotted box for Initial phase]

Intermediate Phase

[Empty dotted box for Intermediate Phase]

Wrap up

[Empty dotted box for Wrap up]

Session 5, Period 3

Initial phase

A large, empty rectangular box with a dotted blue border and rounded corners, intended for notes during the initial phase of the session.

Intermediate Phase

A large, empty rectangular box with a dotted blue border and rounded corners, intended for notes during the intermediate phase of the session.

Wrap up

A large, empty rectangular box with a dotted blue border and rounded corners, intended for notes during the wrap-up phase of the session.

Learning Session 6

“What is coming up in the future...”

Suggested time

3 periods

Introduction

This unit is about how technology available now will be used in the future, and about new technologies to come.

Contents

- 3.1.2. Order of events in a story: connectors.
- 3.2.8. Predicts what is going to happen in a story.
- 4.2.4. Plans for the near future: review of tenses.

Competencies

- 3. Reads very basic texts concerning to his immediate environment and background.
- 4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

Learning outcomes

- 3.1. Finds specific information in short and everyday readings.
- 3.2. Makes inferences about the meaning of very basic texts.
- 4.2. Applies different grammar rules in his writings.

Didactic Resources

- Electronic dictionaries
- Browser search engine of their preference
- Printed dictionaries
- Recycled or reused material
- YouTube

Session 6, Period 1

Initial phase



Have students investigate what uses drones have. Have them present a list. Once they have a list of activities drones are used for, have them think and predict what other uses they will have soon. As a reference, you might want to watch <https://youtu.be/ye6lpJQXNCI> in order to acquire an idea of the student's possible answers would be.

Refer students to the workbook, based on <https://spotlightenglish.com/listen/robot-drones-in-the-sky>

Intermediate Phase



Have students present their predictions to class.

Wrap up



Ask two people at home if they know what drones are used for, and if they have seen or used one.



Session 6, Period 2

Initial phase



Have each group share the information they have brought back from home with the class.

Have students investigate which technologies will be the most important for agriculture 10 years from now.



Use a reference the video <https://youtu.be/Qmla9NLFbVU> about the future of agriculture. Refer Students to the workbook.



Intermediate Phase

Have students use a Venn diagram to show similarities and differences between agriculture today and 10 years from now according to their investigation.

Have them list the new technologies that will be used for farming.



Wrap up

Formative Assessment Have students list the advantages and disadvantages that farming in the future will have. Encourage students to express their opinion.

Session 6, Period 3

Initial phase



Have your students investigate what the Institute for the Future is. Allow them to use the internet if available. If it is not, you may want to use the reference link https://en.wikipedia.org/wiki/Institute_for_the_Future

Watch the video found on https://youtu.be/5_EsLu4qydw



Intermediate Phase

Have Students summarize the information about the institute, writing at least one clear paragraph on what the Institute work is about.



Wrap up

Checkpoint: Check that students mention 3 different activities the institute for the future works on.

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

“What is communication?”

Suggested time

3 periods

Introduction

Students must be able to identify what characteristics communication have.

Competencies

3. Reads very basic texts concerning to his immediate environment and background.
4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

Contents

- 2.1.3. Likes and dislikes: like, prefer, rather.
- 2.2.3. Offers and responds to basic questions about different topics using compound sentences.
- 3.1.3. Word recognition within a text that expresses reference in a text.
- 4.1.5. Writes about a process related to work or study.

Learning outcomes

- 4.1. Writes narrations about different topics of his context.

Didactic Resources

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

Session 7, Period 1

Initial phase



Explain students that one of the most important things to have a good classroom environment is having a good communication.



What is communication? What are the elements of communication?



Have Students write on students' workbook the characteristics of communication they find. Refer students to student's workbook.

You can use <https://www.youtube.com/watch?v=yRT1Oqz3Nvo> as reference.



Write the titles on the board, and have Students copy them. Let them use dictionaries, or provide vocabulary as needed. Work on definitions. Then assign students one of the following categories, depending on the size of your group. It is ok having two or more groups working on the same definition.

1. Message
2. Encoding
3. Channel
4. Decoding
5. Receiver
6. Feedback



Intermediate Phase

Have the students write and illustrate one example of the aspect of communication they have been assigned.



Wrap up

Ask parents or person in charge which rules existed when they were little to communicate with adults. Could they ask questions all the time? Could they interrupt adults when there was a conversation taking place?

Session 7, Period 2

Initial phase



Provide 10 minutes to have Students compare their answers 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 aspect of communications they will work on.

Every group will write a short proposal for the class in how they can be more courteous when communicating in the class. 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 aspects of communication studies during the class. Get together in the 6 groups they have worked the topics.

Instruct Students to prepare their notebooks. Have students visualize again the video <https://youtu.be/yRT1Oqz3Nvo>.



Intermediate Phase

While watching have students compare the characteristics they have worked with.

Let them point out to similarities and differences. For example, how is it different encoding from decoding?



Wrap up: Formative Assessment: Checkpoint

Make a definitive list of activities you will implement to have a more courteous communication in the classroom.

Learning Session 8

“Electronic means of communication”

Suggested time

3 periods

Introduction

Students must be able to write about electronic means of communication after having worked in class communication history topics.

Contents

- 4.3.1. Emails or notes advising on how to reorganize his room (My home, my house).
- 4.3.4. Description an enjoyable journey.

Competencies

- 4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

Learning outcomes

- 4.2. Applies different grammar rules in his writings.
- 4.3. Creates his own narrations taking in account an accurate spelling.

Didactic Resources

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

Session 8, Period 1

Initial phase



Today we are going to work on the history of communication. You will be drawing comic strips to illustrate the history of communication.

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

Intermediate Phase



Show students the reference video <https://youtu.be/oxTUC5I22LU>. Have students check the students workbook.

Wrap up



Ask parents or person in charge which comic strip was her or his favorite, if any.

Session 8, Period 2

Initial phase



Provide some minutes to have Students compare their answers from homework.



Intermediate Phase

Have students brainstorm over the best way to present comic strips posters where they will show parts of the history of communication, using recycled materials. Each group should select one part of the story of communication. The teacher should provide a reference to help the posters be chronological, so at the end of this learning lesson relevant parts of the history of communication will be shown in the classroom.

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)



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

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



Show students watch again the video <https://youtu.be/oxTUC5I22LU>



Provide enough time for students to plan about their comic strips using story boards.

They need to reach agreement on which ideas to use for the posters. Encourage the groups to use the talents of each group member the best way possible.

You will need to help them out to take some decisions, 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 their comic strip poster. 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 comic strip poster.

Intermediate Phase

Checkpoint



The two main activities for this period are: Facilitate the students drawing and writing the final version of their comic strips and use them to decorate the classroom. Allow them space to have chronological order if possible. Pay special attention to details in the writing part.

Wrap up

Formative assessment:

Use a rubric to evaluate the aspects of each comic strip, specially in the use of grammar structures. Provide students with feedback.

Learning Session 9

“Phone calls of the future”

Suggested time

3 periods

Introduction

Guessing what the future will be is a difficult task. In this unit, the students and teacher will explore some ideas about how phone calls will be in the future.

Competencies

1. Understands basic sentences in simple and compound tenses.
2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.

Contents

- 2.1.4. Description about how people spends time: present perfect continuous.
- 2.2.2. Dialogues: short answers to questions.
- 2.3.2. Relevant experiences in the past: the speech.

Learning outcomes

- 2.2. Asks and answers basic questions about different topics using compound tenses.
- 2.3. Shares information about different topics in several contexts.

Didactic Resources

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

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 video. <https://youtu.be/JeukBobiWY8>

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 features the “man of the future” presented on the video that did not make sense to the “man of the past”. Provide enough time and help providing vocabulary if necessary. Ask them questions: Is the situation possible? Do you find it funny?

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 check all the words that “the man from the past” more likely did not understand. Visualize the video again only if you consider it necessary.

Intermediate Phase



Have students investigate how long ago these features or appliances have been invented and if they are still in use: DVD player, HD DVD player, Bluray player, Facebook, Google, Tweeter, cell phones, smart phones, camera phones, wireless, wifi, silicon, data, iPad and other terms they can find on the video. Add other terms that could be useful.

Wrap up



List and rank 5 things the “man of the future” mentions that could be used to learn English.

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 features or applications for learning more useful than others. This is a sharing activity. There is no right or wrong order in each student's list. Allow enough time for them to share in their groups.

Intermediate Phase



Decision making: Tell students they will practice having conversations in English over the phone during the next Learning Lesson. You can ask students to manufacture “phones” using recycled material just for practice if you see it convenient. This unit does not intend students to crave for phones, but to practice English using a phone.

During the next unit, students will be practicing short English conversations on the phone.

Wrap up



Start working on topics of conversation for the upcoming activity during the next Learning session.

Learning Session 10 Integration 2

“Making and receiving phone calls: 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, 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. 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

Why talking in the phone is important for students? They will develop speaking and listening abilities through this exercise.

Competencies

2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.

Contents

2.2.2. Dialogues: short answers to questions.

Learning outcomes

Asks and answers basic questions about different topics using compound tenses.

Didactic Resources

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

Session 5, Period 1
Initial phase



Intermediate Phase



Wrap up



Session 5, Period 2
Initial phase



Intermediate Phase



Wrap up



Session 5, Period 3

Initial phase

[Empty dotted box for Initial phase]

Intermediate Phase

[Empty dotted box for Intermediate Phase]

Wrap up

[Empty dotted box for Wrap up]

Learning Session 11

“School regulations”

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

1. Understands basic sentences in simple and compound tenses.
2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.
3. Reads very basic texts concerning to his immediate environment and background.

Contents

- 1.2.4. Bad habits: use of would.
- 1.3.2. School regulations: have to, can, and can't.
- 2.1.1. Study and work: obligation, connections, simple and compound sentences.
- 3.2.9. Recognizes the moral or main message of a story.

Learning outcomes

- 1.2 Deduces the meaning of basic conversations of known topics.
- 1.3. Compares grammar structure of simple and compound tenses.
- 2.1. Makes oral presentations about familiar topics and personal experiences.
- 3.2. Makes inferences about the meaning of very basic texts.

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

Session 11, Period 1

Initial phase



Generating question: What school regulations do we live every day in our class?



Who makes the laws that rule education in Guatemala? What functions does the Ministry of Education have in our country?

Intermediate Phase



Have them visit the page <http://www.mineduc.gob.gt/portal/index.asp>. If no internet is available, please find the Mission and Vision of the Ministry of Education in the student's workbook or in the link <http://www.mineduc.gob.gt/portal/index.asp>.

Wrap up



Ask parents or person in charge who the most famous exemplary teacher they have had, if any. Have students collect anecdotes during the activity if possible.

Session 11, Period 2

Initial phase



Provide some minutes to have Students compare their answers from homework. They will share with the class who the people their parents think are exemplary teachers. Tell them they will use the information in the following class.

Intermediate Phase



Have students decide and write their group one or two classroom rules that have help them learn English.

Wrap up Checkpoint



Provide feedback regarding the classroom rules you have. Encourage students to be realistic about their application if you see that fit. Nobody knows your students better than you do!

Session 11, Period 3

Initial phase



Generating question: Who are exemplary teachers in our school?

Intermediate Phase



Have the students elaborate a diploma or a way to distinguish some teachers they may respect and deem esteemed in the school. Allow them to be creative but respectful. Decide if this activity is appropriate for your environment. If it is not, you can substitute this activity with a different one.

Wrap up Formative assessment:

Use a rubric to grade the tokens of appreciation the students elaborate for teachers.

Learning Session 12

“Study and work: obligations”

Suggested time

3 periods

Introduction

Personal responsibility is the core of this unit. Giving a proper explanation in a given situation is a skill a student must have. State an appropriate excuse might make all the difference in the world. Obligations should be fulfilled whenever possible.

Competencies

1. Understands basic sentences in simple and compound tenses.
2. Expresses ideas and opinions orally, related to relevant topics through simple sentences

Contents

- 1.3.5. Gives advice using imperatives and will and might to describe possibility.
- 2.1.1. Study and work: obligation, connections, simple and compound sentences.
- 2.1.6. Hypothetical actions such.
- 2.1.7. Reports about what someone said.

Learning outcomes

- 1.3. Compares grammar structure of simple and compound tenses.
- 2.1. Makes oral presentations about familiar topics and personal experiences.

Didactic Resources

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

Session 12, Period 1

Initial phase



Generating question: What is the meaning of “responsibility”?



Intermediate Phase

Show students a video on personal responsibility. Suggested video: <https://youtu.be/SjNRtrZjkfE>

If video is not available, prepare an introduction for your students related to this topic.



Wrap up

Each student will think of a situation where personal responsibility could be shown freely.

Session 12, Period 2

Initial phase



Explain the students that some excuses are valid and other excuses are not. Also, that personal responsibility is an important part of a person's character.

Intermediate Phase



Have each pair of students prepare a skit where an excuse is needed, using their homework material and reaching agreements on which situations in everyday life will require an excuse or show more personal responsibility. Personal responsibility should be the message sent through the short presentation. Help students get the right pronunciation. Students should report what someone else has said.

Wrap up Formative Assessment



Reach common ground with the students regarding how personal responsibility will be enforced in the class.

Session 12, Period 3

Initial phase



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

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 personal responsibility situations have been presented.



Ask students to write two ways in which personal responsibility will be applied at home.

Checkpoint

Have some students express their opinion about what examples of personal responsibility they have found interesting. It could be done at random, in list order, or in any fashion you see fit.

Learning Session 13

“One thing at a time: Spending our time wisely”

Suggested time

3 periods

Introduction

Time management is a key tool for success. Students are encouraged to learn how to use time management tools to organize their academic and personal life the best way possible. It is also convenient for them to have into their schedule recreational activities. All is possible if time is well organized.

Competencies

3. Reads very basic texts concerning to his immediate environment and background.
4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

Contents

- 3.3.4. Reading comprehension: magazine article.
- 4.2.2. Description of current trends of different age groups.
- 4.2.3. Advices for traveling to a region of Guatemala.
- 4.2.5. Narration/travel article about an imaginary trip.

Learning outcomes

- 3.3. Analyzes the primarily intention of very basic texts.
- 4.2. Applies different grammar rules in his writings.
- 4.3. Creates his own narrations taking in account an accurate spelling.

Didactic Resources

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

Session 13, Period 1

Initial phase



Have Ss work on an imaginary trip they would like to take. For example: “Today, we will go imagine that we will go to Panajachel, Atitlán.”

Reference: Video about Panajachel <https://youtu.be/Xm2OxLWFE2Q>

Other options: “Today we will imagine that we will go to Alta Verapaz.”

Reference: Video about Alta Verapaz. <https://youtu.be/tRj7ZzdR0c>

“Today we will imagine that we will go to Tikal”

Reference: Video about Tikal. https://youtu.be/l74S_ze-F1E

Intermediate Phase



Have students write a paragraph asking where they will ask each other where and how they will go on this imaginary trip.



Have them use dictionaries if necessary. Facilitate the process. Model some examples: “Is the place in the North of Guatemala?”, “Is the place in the West of Guatemala?” Are there many people on this place? Let them be creative, courteous and ask them to be respectful of each other's privacy.

Refer students to their workbook.

Learning Session 14

“Schedule preparation workshop”

Suggested time

3 periods

Introduction

Every student should have a study schedule. There is no better way to learn than teaching something. This learning lesson should prepare your students to give a short, practical workshop for your Primero Básico Classmates. That should provide an excellent platform for using real English. Make sure to have all the proper administrative permissions and logistics before having the workshops.

Competencies

2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.
3. Reads very basic texts concerning to his immediate environment and background.
4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

Contents

- 2.3.2. Relevant experiences in the past: the speech.
- 2.3.3. How to give excuses
- 3.2.4. Extraction facts from a short article
- 3.2.7. Understands the order of events in a narrative story.
- 4.1.4. Writes a brochure giving information about a specific topic.

Learning outcomes

- 2.3. Shares information about different topics in several contexts.
- 3.2. Makes inferences about the meaning of very basic texts.
- 4.1. Writes narrations about different topics of his context

Didactic Resources

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

Session 14, Period 1

Initial phase



Have students think carefully about the best way to prepare a personal schedule. Facilitate the process for them to select one or two time-management tools that they use. Tell your students that they will prepare a workshop for their Primero Básico classmates, in order to help them get an organized schedule.



Intermediate Phase

Each student should start preparing a presentation of the next learning lesson. They should take this as a project.

Guide questions:

What time management tool will I present?

How will I present it to the Primero Básico Students?

What recycled material is needed to present the time management tool?

How will I show respect for my Primero Básico Classmates?



Wrap up

Ask parents or person in charge if they use or have used a time management tool.

Session 14, Period 2

Initial phase



Provide some minutes to students so they can express the findings they have found during homework activity.



Intermediate Phase

Have students rehearse their time management tools presentation with two 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 Primero Básico classmates will be.



Students should use their creativity to write and illustrate the time management tools they will show during their presentation. Encourage students to use posters, Power Point presentations, videos or any means available to them. Encourage the use of recycled material.

Session 14, Period 3



Provide some minutes to students so they can express the findings they have found during homework activity.



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 Formative Assessment

Provide feedback on common occurrence mistakes. Try to make the feedback general and positive, transmitting the idea that the important thing is learning. Help them realize that helping other to organize their time is a way for them to practice doing it themselves as well. Congratulate them all.

Learning Session 15: Integration 3

“Teaching Primero Básico Students to organize a schedule”

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. Helping their Primero Básico fellow students to organize their schedule aims to help pacific coexistence and solidarity, in the sense of sharing acquired knowledge. It is convenient to share stories of success, and to respect the individual style of learning of the Primero Básico students. Make yourself sure to have all necessary logistics and permissions are acquired before proceeding.

Introduction

Students learn order and discipline when they organize their activities on a schedule.

Competencies

3. Reads very basic texts concerning to his immediate environment and background.
4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

Contents

3. Reads very basic texts concerning to his immediate environment and background.
4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

Learning outcomes

3. Reads very basic texts concerning to his immediate environment and background.
4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

Didactic Resources

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

Session 15, Period 1
Initial phase

[Empty dotted box for Initial phase]

Intermediate Phase

[Empty dotted box for Intermediate Phase]

Wrap up

[Empty dotted box for Wrap up]

Session 15, Period 2
Initial phase

[Empty dotted box for Initial phase]

Intermediate Phase

[Empty dotted box for Intermediate Phase]

Wrap up

[Empty dotted box for Wrap up]

Session 15, Period 3
Initial phase

Intermediate Phase

Wrap up

Learning Session 16

“Hobbies from around the world”

Suggested time

3 periods

Introduction

Having and understanding a hobby can be a very rewarding activity for your students. In this unit, they will find information about hobbies that are popular across the globe. Tolerance and respect towards preferences of others should be emphatic.

Competencies

1. Understands basic sentences in simple and compound tenses.
2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.
3. Reads very basic texts concerning to his immediate environment and background.
4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

Contents

- 1.1.6. Taking care of our health: Asks for advice
- 2.1.5. Exercises, fitness and ways on how to relax.
- 3.2.1. Main idea in a technical text.
- 4.1.7. Reports a conversation.
- 4.2.1. Short article or essay about the clothes people wear: Clothes.
- 4.3.3. Hobby: written description.

Learning outcomes

- 1.1. Responds to sequence main ideas or events given at classroom.
- 2.1. Makes oral presentations about familiar topics and personal experiences.
- 3.2. Makes inferences about the meaning of very basic texts.
- 4.1. Writes narrations about different topics of his context
- 4.2. Applies different grammar rules in his writings.
- 4.3. Creates his own narrations taking in account an accurate spelling.

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

Session 16, Period 1

Initial phase



Generate questions: Why do people have hobbies? Is it good to have a hobby?

Use as a reference <http://www.notsoboringlife.com/popular-hobbies/>

Intermediate Phase

Have your students find in the list provided what hobbies they are familiar with.



(Trabajo en equipo) Have teams list 10 hobbies that are popular in their place of residence. Facilitate the use of dictionaries and appropriate vocabulary as necessary. Use the ideas from the website complemented with their own. If there is a hobby that does not appear in the list, help students find the appropriate words.

Wrap up



Ask parents or person in charge what hobbies were popular in their town or city when they were kids.

Session 16, Period 2

Initial phase



Provide some minutes to have Students compare their answers from homework.

Intermediate Phase



Have the teams assembled in period 1 of this learning lesson compare with other teams their answers. Respect for everyone's ideas must be emphasized.



Reference video: <https://youtu.be/5dGcQP3iBeo>

Watch the video or you prepare posters with the top ten hobbies shown in it. Have students watch the video or show the posters from 10 to 1.



Every student must write a short paragraph describing two hobbies he finds interesting from the ones presented. The paragraph should have the following characteristics: Name of hobby, materials, activities. This activity will be helpful to prepare Learning Lesson 17.

Wrap up



Students must write a short paragraph indicating what they think the most popular hobby in the world is.



Have students survey family, parents or person in charge regarding hobbies they might have. Proposed questions: What hobbies do members of my family have? When did they start with the hobby? They must report to the class.

Session 16, Period 3

Initial phase



Give time for students to prepare their presentations.

Intermediate Phase



Every student will have a chance to present to the class his homework as you see fits best for your class size and configuration. The ones who are not presenting are taking notes and using a simple rubric, acknowledging that the main questions proposed for period 2 wrap up have been answered.

Wrap up Formative Assessment



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

Learning Session 17

“My personal hobby”

Suggested time

3 periods

Introduction

Having a hobby can be a very healthy way of investing time. Hobbies might help people to be productive. Considering if something is necessary or not sometimes is beside the point. Criteria forming and giving sequence to ideas and sentences should be the purpose of this lesson. Investigation regarding the origin of a hobby should provide an opportunity to embrace better the one they have or might choose to have.

Competencies

1. Understands basic sentences in simple and compound tenses.
2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.
3. Reads very basic texts concerning to his immediate environment and background.
4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

Contents

- 1.3.3. Inventions and discoveries from the past: past tense for complete actions and present perfect for incomplete actions.
- 2.1.2. Talks about collecting things.
- 3.2.5. Indicates the main idea of selected paragraphs.
- 4.3.3. Hobby: written description.

Learning outcomes

- 1.1. Responds to sequence main ideas or events given at classroom.
- 2.1. Makes oral presentations about familiar topics and personal experiences.
- 3.2. Makes inferences about the meaning of very basic texts.
- 4.3. Creates his own narrations taking in account an accurate spelling.

Didactic Resources

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

Session 17, Period 1

Initial phase



Having a hobby is a convenient thing. We have talked about popular hobbies in the world. Now we will work about being productive to solve problems in life. Hobbies might help us find ways to be productive.

Reference: <https://youtu.be/qjdmIY04soc>

Show reference video to your students, or prepare a presentation based on it for them.

Intermediate Phase



Have students take note of the different hobbies shown on the video.



Have students compare the hobbies shown on the video with the ones they have seen in the learning lesson 16. Are they similar? Are they different? Explain why.

Wrap up



Have Ss prepare a presentation expressing if they prefer solo or social hobbies or both. Each student should state at least two reasons.

Session 17, Period 2

Initial phase



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

Intermediate Phase



Review with the group the difference between solo and social hobbies.



List 5 reasons why it is important to have a hobby. Applies to any they can come up with. Make a list of the top 3 hobbies that they have if any.

Wrap up



Have students put together a list of reasons why hobbies can keep you productive. Try to facilitate the activity in an inclusive way, so all opinions are respected. It should be an invitation to have a hobby, each student should express an opinion freely and respectfully.

Session 17, Period 3

Initial phase



Prepare a skit where each pair of students will tell about a personal hobby. Let your students use their imaginations and creativity. Manage the logistics of your class as you see fit. Use realia when possible and appropriate.

Each skit should have: 1. The hobby or hobbies the two students have. 2. Tell if it is a solo or social hobby (or both). 3. Explain what positive things they gather from the hobby.

Intermediate Phase



Present the skits to class.

The students who are not presenting, should be completing a checklist to ensure the three criteria for the skits have been followed.



Wrap up

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

Learning Session 18

“Exercise: Fitness and ways to relax”

Suggested time

3 periods

Introduction

This Learning Session has the purpose of familiarize students with health, fitness and relaxing activities they can incorporate in their lives, focused on specific vocabulary related to the topic.

Competencies

1. Understands basic sentences in simple and compound tenses.
2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.
3. Reads very basic texts concerning to his immediate environment and background.

Contents

- 1.3.3. Inventions and discoveries from the past: past tense for complete actions and present perfect for incomplete actions.
- 2.1.5. Exercises, fitness and ways on how to relax.
- 3.2.6. Selects the mains points of the description of a problem.

Learning outcomes

- 1.1. Responds to sequence main ideas or events given at classroom.
- 2.1. Makes oral presentations about familiar topics and personal experiences.
- 3.2. Makes inferences about the meaning of very basic texts.

Didactic Resources

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

Session 18, Period 1

Initial phase



Tell your students that the topic to work with during this Learning Session is fitness and exercise.

Show them the video at <https://youtu.be/rasZGZpQsy0> or other that you see fit, but not longer than 5 minutes.

Students write on their notebooks the advantages of exercising.

Intermediate Phase



Have students share with the members of their team what they think about exercise and how they could have physical activity in school.

Wrap up



Write a paragraph about a sport of physical activities that can be considered hobbies. Explain why.

Session 18, Period 2

Initial phase



Provide some time to have Students compare their answers from homework.

Intermediate Phase



It is your students turn to investigate why exercising is important. You might want to divide the class in groups. You decide the number of teams you need to have and assign each of them to investigate.



Reference video: <https://youtu.be/wWGuLAa000>

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. They can also use their own experience, as well as their families'.

Give students guidelines: Printed or web-based articles on advantages of exercising.

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

“In our school, our favorite sport is... (survey preparation)”

Suggested time

3 periods

Introduction

We are using in this and the following unit the integration between hobbies, sports and surveys. Investigation skills alongside reporting skills are emphasized in this learning lesson.

Competencies

3. Reads very basic texts concerning to his immediate environment and background.
4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

Contents

- 3.2.3. Meaning of new words from the context.
- 3.3.1. Recognition of main points in a report.
- 3.3.3. Instructions and explanations: Verbs and tenses.
- 4.1.5. Writes about a process related to work or study.

Learning outcomes

- 3.2. Makes inferences about the meaning of very basic texts.
- 3.3. Analyzes the primarily intention of very basic texts.
- 4.1. Writes narrations about different topics of his context.

Didactic Resources

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

Session 19, Period 1

Initial phase



Have students list all the names of sports they know.

Reference video: https://youtu.be/-iJu3Vm5-_o



Intermediate Phase

Make a survey to determine which are the top five sports practiced in the class.



Have students into 5 teams. If you have a very large group, you can have more teams. Assign each team one sport that has been included in their top five list.



Wrap up

Ask parents or person in charge which sport they practice, if any.

Session 19, Period 2

Initial phase



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

Intermediate Phase



Have the teams integrated in the previous class prepare a skit where they can use different verb tenses Sentences can be modeled, but the students' creativity should be paramount.

Example: A: I love playing soccer. What should I do to play better?
B: You should play as much as you can, and train by exercising.
A: Are you sure?
B: Yes, I am. Practice makes perfect!

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



Show the class a model commercial. Here is one related to sports: https://youtu.be/zOfEeTGcd_E You can select other commercials, but they should be inspirational.



Have students list the characteristics of high performing athletes. They can take some ideas for their skit. Give teams enough time and room for preparation. Respect to classmates should be preserved during the preparation of the skits. Let teams know that they must 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 skit presentation.

Intermediate Phase



Students present the skits.

Wrap up



Warn student about the risks of doping, Reference: https://en.wikipedia.org/wiki/Doping_in_sport

Learning Session 20: Integration 4

“In our school, our favorite sport is:
(Survey work, statistical work and presentation)”

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. Students should integrate contents from Learning Lessons 16, 17, 18 and 19 to make a survey related to the most popular sport in school. Allow students to select what they will survey. It can be a survey conducted in the Tercero Básico classrooms, or other sections or levels can be included, 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. Make yourself sure to have all due authorizations within your school, and all the logistics ready. Have Students take charge of the project. You should mainly facilitate and supervise.

Introduction

Students get excited about learning English when they speak and write about their favorite sport.

Competencies

3. Reads very basic texts concerning to his immediate environment and background.

Contents

- 3.1.1. Sport descriptions for playing or for practicing a hobby.

Learning outcomes

- 3.1. Finds specific information in short and everyday readings.

Didactic Resources

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

Session 20, Period 1

Initial phase

[Empty dotted box for Initial phase]

Intermediate Phase

[Empty dotted box for Intermediate Phase]

Wrap up

[Empty dotted box for Wrap up]

Session 20, Period 2

Initial phase

[Empty dotted box for Initial phase]

Intermediate Phase

[Empty dotted box for Intermediate Phase]

Wrap up

[Empty dotted box for Wrap up]

Session 20, Period 3

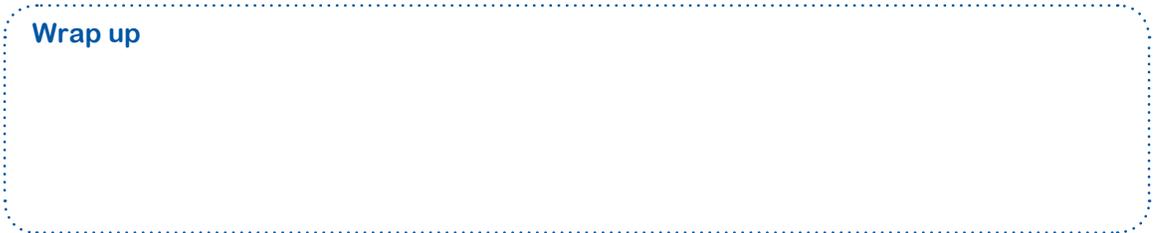
Initial phase



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 improve the level of mastery in the use of English.

Competencies

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

Contents

2.3.2. Spelling and Spelling Bee.

Learning outcomes

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

Didactic Resources

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

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 and Segundo 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

“Taking care of our health”

Suggested time

3 periods

Introduction

Taking care of our health is an important issue now a days.

Competencies

1. Understands basic sentences in simple and compound tenses.
3. Reads very basic texts concerning to his immediate environment and background.

Contents

- 1.1.6. Taking care of our health: Asks for advice
- 3.2.3. Meaning of new words from the context.

Learning outcomes

- 1.1. Responds to sequence main ideas or events given at classroom.
- 3.2. Makes inferences about the meaning of very basic texts.

Didactic Resources

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

Session 22, Period 1

Initial phase



Have students investigate what aspects should be taken into consideration to be healthy. Explain the criteria for the investigation, to prepare for the following phase.



Intermediate Phase

Assign (preferably at random) one of the following aspects (feel free to include others) related to taking care of our health. 1. Importance of sleeping well. 2. Importance of eating well. 4. Importance of exercising regularly 5. Importance of Injury prevention 6. Importance of avoiding the use of drugs and alcohol.

Each trio will investigate why each aspect is important for ones' lives, what the context in our school is, and how it is beneficial for them. They should check their sources. Help them looking for appropriate sources. They will prepare a presentation to be given to the Primero Básico Students, Segundo Básico Students or other Tercero Básico class. The presentations should be no longer than 5 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 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



Reference video: https://www.ted.com/talks/david_epstein_are_athletes_really_getting_faster_better_stronger?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

Topic: Are athletes really getting faster, better, stronger? (Integrates topics 1 to 6=)

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



Initiate the day with a short positive thought, to encourage the students to make their best effort when talking about the topic about health preservation. 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.

Intermediate Phase



Wrap up

Formative Assessment:



Provide feedback to students. Take into consideration that effort is more important than perfection. Tell them the positive things and the improvement opportunities you were able to see. Help them find out the importance of each of the aspects. Help them check their sources carefully to avoid spreading wrong information. Personal responsibility and respect should be emphasized.

Learning Session 23

“Taking care of our health”: The presentation”

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 “Taking care of our health” presentations. Allow students to organize themselves, help only if you see an inconvenient situation could arise.

Competencies

1. Understands basic sentences in simple and compound tenses.
2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.
3. Reads very basic texts concerning to his immediate environment and background.

Contents

- 1.3.3. Inventions and discoveries from the past: past tense for complete actions and present perfect for incomplete actions.
- 2.1.6. Hypothetical actions such
- 3.2.5. Indicates the main idea of selected paragraphs.

Learning outcomes

- 1.1. Responds to sequence main ideas or events given at classroom.
- 2.1. Makes oral presentations about familiar topics and personal experiences.
- 3.2. Makes inferences about the meaning of very basic texts.

Didactic Resources

- Materials suggested by students

Session 23, Period 1

Initial phase



Have students investigate what aspects should be taken into consideration to be healthy. Explain the criteria for the investigation, to prepare for the following phase.



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 must 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 Formative Assessment



Evaluate the experience. Keep the record of the students' comments and have a formal letter to the school principal, the District supervisor or any authority you see fit as recommendations to improve the health care in school.

Learning Session 24

“Natural disasters: Emergency!”

Suggested time

3 periods

Introduction

What we 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! In Segundo Básico they have had this unit. It is of utmost importance of being prepared, because our country is a place where natural disasters are not uncommon.

Competencies

1. Understands basic sentences in simple and compound tenses.
2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.
4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

Contents

- 1.1.5. Emergency situations: Suggestions and Recommendations.
- 2.1.7. Reports about what someone said.
- 4.1.5. Writes about a process related to work or study.

Learning outcomes

- 1.1. Responds to sequence main ideas or events given at classroom.
- 2.1. Makes oral presentations about familiar topics and personal experiences.
- 4.1. Writes narrations about different topics of his context.

Didactic Resources

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

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 to know what to do in these cases:

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



Intermediate Phase

(Trabajo en equipo) Assign teams to investigate what the best reactions for an emergency. Have Students review the 72-hour emergency backpack information. In Segundo Básico they must have had some information. If that is the case, a review is in order.



Wrap up

Ask parents or person in charge if they have helped others when an emergency has happened, and how.

Session 24, Period 2

Initial Phase



Provide some minutes to have students compare their answers 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 Formative Assessment

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 “Emergency drills”

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 emergency drills for your school can become a school project led by Tercero Básico if the situation of your school permits it.
Contents to integrate: Personal responsibility, taking care of our health, and solidarity.
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

Having drills one or two times during the year in your school can help to establish what to do in times of crisis. It is vital for all students to know exactly what to do in the event of an emergency.

Competencies

1. Understands basic sentences in simple and compound tenses.

Contents

- 1.1.5. Emergency situations: Suggestions and Recommendations.
- 1.2.2. Natural disasters: Adjectives to describe feelings related to memory.

Learning outcomes

- 1.1. Responds to sequence main ideas or events given at classroom.
- 1.2. Deduces the meaning of basic conversations of known topics.

Didactic Resources

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

Session 25, Period 1

Initial phase

[Empty dotted box for Initial phase]

Intermediate Phase

[Empty dotted box for Intermediate Phase]

Wrap up

[Empty dotted box for Wrap up]

Session 25, Period 2

Initial phase

[Empty dotted box for Initial phase]

Intermediate Phase

[Empty dotted box for Intermediate Phase]

Wrap up

[Empty dotted box for Wrap up]

Session 25, Period 3

Initial phase

[Empty dotted box for Initial phase]

Intermediate Phase

[Empty dotted box for Intermediate Phase]

Wrap up

[Empty dotted box for Wrap up]

Learning Session 26

“Ancestry”

Suggested time

3 periods

Introduction

The place of birth gives specific rights and responsibilities. Expressing the best possible way. Learning about our ancestors helps us understand in a better way who we are. 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. The problem of discrimination around the world can be a part of your class. You are the one who knows your group and community better. Please adhere to your community standards.

Competencies

4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

Contents

- 4.1.1. Written narration: true sentences (Topic Family and relationship).
- 4.1.2. Anecdote about his family and relationships.
- 4.1.6. Writes a short biography.
- 4.3.5. Usage of sequencers in a narrative story.

Learning outcomes

- 4.1. Writes narrations about different topics of his context.
- 4.3. Creates his own narrations taking in account an accurate spelling.

Didactic Resources

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

Session 26, Period 1

Initial phase



The place where we are born gives us rights and responsibilities. We should be able to tell where our family comes from.



Intermediate Phase

Have teams try to identify all the places parents and grandparents in your class come from. Write notes on their notebooks. Give students the opportunity to write details. The team members complement one another's knowledge.



Wrap up

Ask parents or person in charge: Where do the family ancestors have come from?

Session 26, Period 2

Initial phase



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

Intermediate Phase



) Write an essay saying why knowing where families come from is important. Give students criteria to evaluate their essays.



Wrap up

Have students coevaluate their essays before your final grading.

Session 26, Period 3

Initial phase



Give time to students to start planning on a family tree they will present for the integration Learning Lesson. Explain that this is a project that will be presented during Learning Lesson 30, but you will be preparing in advance.

Intermediate Phase



(Investiguemos) What family tree formats are there? Reference video: <https://www.youtube.com/watch?v=Rk2RVQBLrq4>



Wrap up

Have students summarize what formats they have found and consider interesting.

Learning Session 27

“What if they had not come...”

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.

Competencies

1. Understands basic sentences in simple and compound tenses.
3. Reads very basic texts concerning to his immediate environment and background.
4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

Contents

- 1.3.1. Tense review: past, present or future.
- 3.1.2. Order of events in a story: connectors.
- 3.2.9. Recognizes the moral or main message of a story.
- 4.3.4. Description an enjoyable journey

Learning outcomes

- 1.3. Compares grammar structure of simple and compound tenses.
- 3.1. Finds specific information in short and everyday readings.
- 3.2. Makes inferences about the meaning of very basic texts.
- 4.3. Creates his own narrations taking in account an accurate spelling.

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. Topics at hand will be what the context of historical events was when their parents and grandparents were growing up.

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. Taking advantage of the opportunity, you can have a solidarity activity with your teens. They can sing a song in English for the people in the elderly center or find an enjoyable activity to perform in English.

Please take notice that any outing with students must have authorization from parents and school authorities.

Intermediate Phase



Have students prepare the first draft of their family history as means for their family tree presentation.

Establish some ground rules, regarding historic facts of your students' families. Do ask help from the Social Studies teacher if available. Also, a Science or Biology teacher could help your students understand inheritance and inherited characteristics from ancestors, perhaps explaining what DNA is. The family tree presentation will be made use posters or technology based presentations.



Wrap up

Ask parents or person in charge about anecdotes and stories of ancestors. Encourage students to use dictionaries or technology tools to check their work.

Session 27, Period 2

Initial phase



Provide some minutes to have students compare their answers from homework. Have them share their stories in a relaxed environment.

Intermediate Phase



Have students write a paragraph states what would have happened if one of their ancestors had not come to live in their city or town when they did. Ask students to be as creative as possible.

Wrap up



Go around helping students with vocabulary or grammar concerns. Students should finish at least the first draft of their work.

Session 27, Period 3

Initial phase



Finish putting together the essays. Provide extra time to polish the first draft. Main idea, support ideas and conclusion should be checked.

Intermediate Phase



Have students create a profile of one of their ancestors. As a suggestion, they can use a social media outlet profile format for their ancestor's information. Year of birth, name, interests, hobbies, accomplishments, etc.

Wrap up

Formative Assessment



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

Learning Session 28

“We are all immigrants”

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 extremely joyful, they make us who we are.

Competencies

1. Understands basic sentences in simple and compound tenses.
3. Reads very basic texts concerning to his immediate environment and background.
4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

Contents

- 1.3.4. Revisions of past participles of irregular verbs.
- 3.3.2. Identifies the main points of a selected news story
- 4.2.5. Narration/travel article about an imaginary trip.

Learning outcomes

- 1.3. Compares grammar structure of simple and compound tenses.
- 3.3. Analyzes the primarily intention of very basic texts.
- 4.2. Applies different grammar rules in his writings.

Didactic Resources

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

Session 28, Period 1

Initial phase



Today we will take time to reflect on the importance of families in our lives.

Reference video: https://www.ted.com/talks/pico_iyer_where_is_home?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare

Topic: Where is home?

Have students watch the video. Have students express their opinion regarding the video.

Intermediate Phase



Students will produce a timeline indicating where the important events of their families 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.

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

Wrap up



Students ask parents or person in charge about important events of their family to complement the work they have started.

Session 28, Period 2

Initial phase



Provide some minutes to have students share their answers from homework. This activity will provide means for the family tree presentation.

Intermediate Phase



Students will determine, using their family timeline, which members of their families were immigrants, if any. Have them state what would have happened if the immigrant family members had not come to our country. Allow students to be creative but factual. Try to have their work based more in facts and research made with members of their own family than hearsay. This activity has as a goal to enhance pride for ancestry belonging, with respect to the ancestry of others.

Wrap up



Solve any question regarding the vocabulary or chronological order of a timeline, immigration, family tree.



Students finish their family timeline, to present during the following class.

Session 28, Period 3

Initial phase



Give students some minutes to have their family timelines prepared.

Intermediate Phase



Have students present their family timelines. Provide each student with a rubric so they can provide feedback to each presenter. Facilitate the process and circulate. If some students volunteer to present to the whole class, allow them to do so. If you see fit dividing the class in smaller groups, please do so as well. You decide what is best for your class. Tolerance and respect should be emphasized as core values for this activity.

Wrap up

Formative Assessment



Write on the board the different places students' ancestors have immigrated from.

Learning Session 29

“Family roots”

Suggested time

3 periods

Introduction

Tradition in families are usually important. Respect for other cultures and for immigrants, as well as prevention of discrimination should be considered a part and reference for this learning lesson.

Competencies

2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.
3. Reads very basic texts concerning to his immediate environment and background.

Contents

- 2.1.4. Description about how people spends time: present perfect continuous.
- 2.1.7. Reports about what someone said.
- 3.2.5. Indicates the main idea of selected paragraphs.

Learning outcomes

- 2.1. Makes oral presentations about familiar topics and personal experiences.
- 3.2. Makes inferences about the meaning of very basic texts.

Didactic Resources

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

Session 29, Period 1

Initial phase



Discrimination is not right. It is a crime.

(Actividad interactiva) Elicit ways to prevent discrimination.

Reference video: <https://youtu.be/c9ETXUi-EvY>

Intermediate Phase

Show the video. Allow enough time to write. Show the video as many times as necessary.

If no video is available in your classroom, watch the reference video or any reliable source on the topic and prepare a presentation for your students.



Have students write on their notebooks: 1. Types of discrimination 2. Tips to prevent discrimination. 4. How to prevent discrimination in teens? 3. Words they need to clarify using the dictionary for meaning. Allow them to use dictionaries.



Wrap up

Have students make a draft list of suggestions to avoid discrimination in the classroom.

Session 29, Period 2

Initial phase



Have students in pairs compare their lists.

Intermediate Phase



Initiate the preparation of the actual family trees students will present during the following learning lesson. Allow students to organize the work. Facilitate the process, name leaders of have students name leaders to execute the project.

Wrap up



Ask a generating question: Why are family roots indispensable for all families? What is the role of tradition and family values in our class today?

In order to have the logistics ready for learning lesson 30, 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 have students 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

Allow time for questions, last minute details, corrections and feedback on their presentations.

Intermediate Phase



Have students finish the family tree poster or technology-based presentation they will use.

Wrap up



Fill up a rubric evaluating the activity.

Learning Session 30: Integration 6 “My family tree”

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

Learning about the students' family tree may provide an important foundation for everything else you do at the school. You, as a teacher may know your students better than you think.

Competencies

4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

Contents

- 4.1.1. Written narration: true sentences (Topic Family and relationship).
- 4.1.2. Anecdote about his family and relationships.

Learning outcomes

- 4.1. Writes narrations about different topics of his context.

Didactic Resources

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

Session 30, Period 1

Initial phase

[Empty dotted box for Initial phase]

Intermediate Phase

[Empty dotted box for Intermediate Phase]

Wrap up

[Empty dotted box for Wrap up]

Session 30, Period 2

Initial phase

[Empty dotted box for Initial phase]

Intermediate Phase

[Empty dotted box for Intermediate Phase]

Wrap up

[Empty dotted box for Wrap up]

Session 30, Period 3

Initial phase

A large, empty rectangular box with a dotted border, intended for notes or activities during the initial phase of the session.

Intermediate Phase

A large, empty rectangular box with a dotted border, intended for notes or activities during the intermediate phase of the session.

Wrap up

A large, empty rectangular box with a dotted border, intended for notes or activities during the wrap-up phase of the session.

Learning Session 31

“Folk tales from the World”

Suggested time

3 periods

Introduction

Folk tales are ways to teach and spread traditions, values and culture. Folk tales can be a useful tool to practice English and to understand other cultures.

Competencies

1. Understands basic sentences in simple and compound tenses.
2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.

Contents

- 1.1.1. A folk tale: Surprise expressions.
- 2.1.3. Likes and dislikes: like, prefer, rather.

Learning outcomes

- 1.1. Responds to sequence main ideas or events given at classroom.
- 2.1. Makes oral presentations about familiar topics and personal experiences.

Didactic Resources

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

Session 31, Period 1

Initial phase



What is a folktale?

Reference video:

<https://study.com/academy/lesson/folk-tales-definition-characteristics-types-examples.html>

Have students take notes.



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



Watch and have Ss watch the folktale found in https://youtu.be/5d2Zh318kRY?list=PLwg8VB64LkBKufmtUbd3-d_lrEM67J4jl

Or the one in https://youtu.be/DEzgAilV0zM?list=PLwg8VB64LkBKufmtUbd3-d_lrEM67J4jl

Or choose another folktale you consider appropriate for your students' circumstances.

Intermediate Phase



Have students make a comic book retelling the story from the folk tale you have chosen to work with your students.



Wrap up



Have students finish their comic strips. During the next class, they 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 a wall in the class 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. The movie should be about a folktale. Students will have notebooks ready.

Intermediate Phase



Prepare before watching, while watching and after watching activities.

Wrap up

Formative Assessment



Ask students to write a paragraph about the segment they have watched.

Learning Session 32 “Folk tales from Guatemala”

Suggested time

3 periods

Introduction

Folk tales are part of our culture. In order to know our culture better and to practice English, it is convenient to learn how to express the basic argument of a traditional Guatemalan folktale.

Competencies

1. Understands basic sentences in simple and compound tenses.
2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.

Contents

- 1.1.1. A folk tale: Surprise expressions.
- 2.1.3. Likes and dislikes: like, prefer, rather.

Learning outcomes

- 1.1. Responds to sequence main ideas or events given at classroom.
- 2.1. Makes oral presentations about familiar topics and personal experiences.

Didactic Resources

- Internet articles
- YouTube
- Notebooks

Session 32, Period 1

Initial phase



What popular folk tales from Guatemala do we know?



Intermediate Phase

Brainstorm on the most popular folktales and legends in Guatemala.



Wrap up

Have students ask parents or person in charge what some famous folktales in Guatemala they are aware of.

Session 32, Period 2

Initial phase



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



Intermediate Phase

Have students express which is their favorite folktale. Help students with vocabulary and pronunciation. Allow the use of dictionaries.



Wrap up

Announce the students that for Learning Lesson 35, they will be presenting a Folk tale from Guatemala. They should bring ideas to class in order to start the selection process.

Session 32, Period 3

Initial phase

Provide students time to share their ideas for the folktale acting. Set the rules for the project:

Roles, dialogues, phrases. Will it be one or more folk tales presented?

Facilitate the process, but do not hesitate to ask for quality work. Students should do most of the work, but the activity should be inclusive.



Intermediate Phase

Have a decision-making process that works for your group. Decide which folktale will be presented.



Have students investigate and put together the basic outline of the folktale from Guatemala they will act out.

Wrap up

Formative Assessment



Have students write a paragraph stating why folktales from Guatemala need to be preserved as part of our culture.

Learning Session 33

“Lucky or unlucky”

Suggested time

3 periods

Introduction

Luck has little to do with project management, but sometimes circumstances can be considered lucky or unlucky.

Competencies

2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.

Contents

2.3.1. Reports of situations considered lucky or unlucky.

Learning outcomes

2.3. Shares information about different topics in several contexts.

Didactic Resources

- Folk tales
- YouTube
- Notebooks
- Dictionaries

Session 33, Period 1

Initial phase



Have students look for the definitions of luck and near miss.

Reference: <https://en.wikipedia.org/wiki/Luck> and [https://en.wikipedia.org/wiki/Near_miss_\(safety\)](https://en.wikipedia.org/wiki/Near_miss_(safety))

Intermediate Phase

Reference video: <https://youtu.be/u3clCnW9EKU>



Have students express to each other which events they consider luckier from the video.

(Trabajo individual) Write a short paragraph telling about a lucky situation they have lived.

Wrap up



Ask parents or person in charge if they have lived through a lucky situation.

Session 33, Period 2

Initial phase



Provide some time to have students compare their answers from homework and the paragraph they have written.

Intermediate Phase



From the information they have brought, have students share events they consider lucky with the class. Divide your group as you see fit.

Wrap up



Ask some volunteers to share some of the experiences they have talked about.

Session 33, Period 3

Initial phase



Tell your students that they will relate luck with folktales. Generating questions: Are characters in folktales usually lucky or unlucky? Why?

Intermediate Phase



Hungarian Folk Tale: The Soldier's luck. Reference video: <https://youtu.be/YEqjzln0mkU>

Have students locate Hungary on a Map or use a technology-based map.

Have students summarize the folk tale "The Soldier's Luck".
Provide Ss with a rubric to assess their work.

Wrap up Formative Assessment



Select at random students to tell what their opinion about the folk tale is.

Learning Session 34

“Folk tale acting preparation”

Suggested time

3 periods

Introduction

Acting is a very effective tool for English Learning and practice. The whole process of acting preparation should be an opportunity to practice the English they have learned. Allow them to use their creativity. Respect and common sense, as well as the use of recycled materials should be the main guidelines of this project.

Competencies

1. Understands basic sentences in simple and compound tenses.
2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.
4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

Contents

- 1.1.1. A folk tale: Surprise expressions.
- 2.1.3. Likes and dislikes: like, prefer, rather.
- 4.2.2. Description of current trends of different age groups.

Learning outcomes

- 1.1. Responds to sequence main ideas or events given at classroom.
- 2.1. Makes oral presentations about familiar topics and personal experiences.
- 4.2. Applies different grammar rules in his writings.

Didactic Resources

- Dictionary
- Notebooks
- YouTube

Session 34, Period 1

Initial phase



Make the final vote on the Folk tale it is going to be presented during the next Learning Lesson (if it has not been done so). Divide the class into teams. They should organize the presentation. Welcome committee, acting students, narrators, props managers, decorating committee, and others they and you see fit. A director could be named, if you see it appropriate. The teacher should delegate as much work as possible on students, but not leaving by themselves. Do remember that you are the responsible adult of this activity. Involve other teachers if necessary. Preparations should take place in English. Not doing so would defeat the purpose of the activity.

If you have already decided on the Folk tale to be told and have started rehearsals, continue.

If that is not the case, the moment to get it all together is now.



Intermediate Phase

5 tips on acting: Reference video: https://youtu.be/CzQEF-z6H_U

Have students watch the video. See if any of the tips apply for the acting they should do during the presentation.



Final check for the dialogues that will be used for the presentation.



Wrap up

Practice and memorize the lines of dialogue, if any.

Session 34, Period 2

Initial phase



Start rehearsal with students for Folk tale presentation. Silence, respect should be emphasized.



Intermediate Phase

Have students write down on notebooks details that should be improved.



Wrap up

Have some pictures or video taken if possible. Use the pictures or videos to improve the project. If it is not possible, have the class suggest improvements that might be needed.

Session 34, Period 3

Initial phase



Have students run the last rehearsal. Request the help of another teacher to check everything is fine. Every student should be involved in the process.

Intermediate Phase

Have students take a break. Do tell them all the good things they are doing. Do not expect perfection but ask them to perform their best effort.



Wrap up

Have students write a short reflection on the process of enacting a Folk tale.

Learning Session 35: Integration 7 “Folk tale acting”

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 skit showing some Folk tales from Guatemala should be prepared. The skits should be played other students, the community or with the public you see fit. The skit should have simple vocabulary, show the situations where respect must come first, and promote the culture of Guatemala via our tradition's conservation. If applicable, depending on your group and their creativity, It could be played to other classmates, levels, schools, etc. It could be considered a end-of-the year activity, where parents and authorities can be invited, and students could show the competences they have acquired during the school year.

Introduction

Competencies

3. Reads very basic texts concerning to his immediate environment and background.
4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

Contents

- 3.2.7. Understands the order of events in a narrative story.
- 4.1.2. Anecdote about his family and relationships.

Learning outcomes

- 3.2. Makes inferences about the meaning of very basic texts.
- 4.1. Writes narrations about different topics of his context.

Didactic Resources

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

Session 35, Period 1

Initial phase

[Empty dotted box for Initial phase]

Intermediate Phase

[Empty dotted box for Intermediate Phase]

Wrap up

[Empty dotted box for Wrap up]

Session 35, Period 2

Initial phase

[Empty dotted box for Initial phase]

Intermediate Phase

[Empty dotted box for Intermediate Phase]

Wrap up

[Empty dotted box for Wrap up]

Session 35, Period 3

Initial phase

[Empty dotted box for Initial phase]

Intermediate Phase

[Empty dotted box for Intermediate Phase]

Wrap up

[Empty dotted box for Wrap up]

Learning Session 36

“Traditions in our country”

Suggested time

3 periods

Introduction

End of the year bring special food and traditions in our country.

Competencies

2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.
3. Reads very basic texts concerning to his immediate environment and background.
4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.

Contents

- 2.1.7. Reports about what someone said.
- 3.2.5. Indicates the main idea of selected paragraphs.
- 4.1.1. Written narration: true sentences (Topic Family and relationship).
- 4.3.5. Usage of sequencers in a narrative story.

Learning outcomes

- 2.1. Makes oral presentations about familiar topics and personal experiences.
- 3.2. Makes inferences about the meaning of very basic texts.
- 4.1. Writes narrations about different topics of his context.
- 4.3. Creates his own narrations taking in account an accurate spelling.

Didactic Resources

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

Session 36, Period 1

Initial phase



Have students investigate which traditions we live in Guatemala during December.

Intermediate Phase



List all the traditions they can think of.

Wrap up



Ask parents or person in charge: What their favorite end of the year tradition is?

Session 36, Period 2

Initial phase



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

Intermediate Phase



Have teams brainstorm on the topic "What end of the year tradition is the favorite one in our city or town?"

Wrap up



Have students investigate what the story of fiambre (or another traditional dish) is.



Session 36, Period 3

Initial phase



History of fiambre. Reference webpage: <https://chocolateandchiles.com/2012/11/01/fiambre-a-history-of-guatemalas-most-famous-dish/>



Have the students tell what they know about this dish. If it is a traditional dish, therefore it is convenient to know a bit of its history.

Intermediate Phase



Have students write a short paragraph stating which tradition from Guatemala they like best.

Wrap up

Formative Assessment



Have a farewell activity as you see fit.

Referencias Bibliográficas

- Abbs, B. & Bakder, Ch. (2004). Postcards Powerpack. NY, USA: Pearson.
- Barker, Ch. & Libby, M. (2004). Megatrends. USA: Macmillan.
- Beare, N. & Gardner, L. (2003). Get Set! USA: Macmillan.
- Blair, A.; Cadwallader, J. and Zapicain, A. (1999). Race to English. Guía del Maestro. México: Richmond Publishing.
- Brown, H. D. (1994). Teaching by Principles. An interactive Approach to Language Pedagogy. N. J., USA: Prentice Hall.
- DICADE. (2005). Lengua adicional al español (inglés) IV. Cuadernillo de procedimientos de aprendizaje. Guatemala: Tele Bachillerato.
- Diccionario Español-Inglés & Inglés-Español. (2003). USA: Merriam-Webster, Incorporated.
- Dos Santos, M. (2003). Super Goal, Student Book 1. USA: McGraw-Hill.
- Dos Santos, M. (2006). My World. USA: McGraw-Hill.
- Durá Monleón, Reyes, Jim Lawley y Rodrigo Fernández. (2009). Everything. Split Edition. México: Richmond Publishing.
- Durá Monleón, Reyes, Jim Lawley y Rodrigo Fernández. (2009) Everything. México: Richmond Publishing.
- 12. Durán, C. and Ortiz, A. Daylight one Student's book. España: Larousse.
- Galindo, J. L. (2008). Friends. México: Richmond Publishing.
- Garton, J. y Prowse, P. American Shine for Teens. USA: Macmillan.
- Goldstein, B. (2011). New American Framework. México: Richmond Publishing.
- Gontow y Brogan, D. (2004). English Express. México: Richmond Publishing.
- Granger, C. (2004). Creative English. USA: Macmillan.
- Herrera, M. (2004). Cool Chat. NY, USA: Pearson.
- Inglés Básico 1. (2007). Americana. España: Larousse.
- Lindstromberg, S. (2003). 110 actividades para la clase de idiomas. USA: Cambridge University Press.
- Maurer, J. y Schoenberg, I. (1999). True Colors. N. Y., USA: Pearson.
- McCarthy, M. (2005). Touchstone. USA: Cambridge University Press.
- Milner, M. (2004). World English. International edition. Canadá: Heinle, Cengage Learning.
- Molinsky, S. J. and Bliss, B. (2000). Side by Side. Handbook of Teaching. N.Y., USA: Pearson.
- Molinsky, S. & Bliss, B. (2001). Side by Side. Tercera edición. N. Y., USA: Pearson.
- Ministerio de educación. (2018) currículo Nacional Base Nivel Medio, Ciclo Básico. Guatemala
- Nicholas, Ch. P. y Penn, J. (2011). American More. Six-level edition. USA: Cambridge University Press.
- Richards, J.C. y Barbisan, C. (2011). Connect to English. USA: Cambridge University Press.
- Richards, J. C. y Bohlke, D. (2012). Four Corners. USA: Cambridge University Press.
- Richards, J. (2004). Connect. Primera edición. USA: Cambridge University Press.
- Richards, J. (2005). Interchange. Tercera edición. Cambridge.
- Saslow, J. y Asher, A. (2006). Top Notch. N. Y., USA: Pearson.
- Whitney, N. (2004). Star Team. Primera edición. Inglaterra: Oxford University Press.
- Williams, E. and Bantam, B. Diccionario Inglés-Español /Spanish-English.
- Williams, I. y Curley, D. (2003). Green Light. Primera edición. USA: McGraw-Hill.
- Zamarrón Terán, F. (2000). English Interact 3. España: Larousse.

Referencias virtuales

1. <http://www.about.com>
2. <http://www.curso-ingles.com/index.php>
3. <http://www.duolingo.com>
4. <http://www.ego4u.com/>
5. <http://www.englishonline.net/teacher/t-tips/index.html>
6. <http://www.englishraven.com/methodology.html>
7. <http://www.esl-galaxy.com/index.html>
8. <http://www.exchanges.state.gov/forum>
9. <http://www.learnenglish.de/vocabpage.htm>
10. <http://www.magnapubs.com>
11. <http://www.mansioningles.com/>
12. <http://www.ompersonal.com.ar/omaudio2/elementary/unit001a.htm>
13. <http://www.rong-chang.com>
14. <http://www.tefl.net>
15. <http://www.thefreedictionary.com/>
16. <http://www.tlsbooks.com/spellingworksheets.htm>
17. <http://www.wordreference.com/es/translation.asp?tranword=previous>
18. <https://www.worldenglishinstitute.org>