



## INSTRUCTIONAL GUIDE 5TH GRADE 2025-2026

GRADE	5th Grade Elementary ▾
PERIOD	1st Period ▾
UNIT	1 ▾
TERM	September 29th - October 31st
TOTAL OF SESSIONS	5 weeks
LEARNING OBJECTIVE	This unit allows students to explore who they are and how they relate to others through English. They will describe themselves, their emotions, and the people they admire using simple language. Students will learn to talk about real and fictional heroes, express opinions, and use adjectives to describe physical and personal traits. Through interviews, stories, and creative activities, they will develop their speaking and writing skills. By the end of the unit, students will create a self-portrait and a comic strip to show their identity and the important people in their community.

NEM	Project	<ul style="list-style-type: none"> <li>Self-Express with your Body. (pg. 154-165)</li> <li>Heroines and Heroes: Fiction or Reality (pg. 28-43)</li> </ul>
	Product	<ul style="list-style-type: none"> <li>Create a self portrait that shows who they are.</li> <li>Create a comic strip of people who are considered important in the community.</li> </ul>
	Content	<ul style="list-style-type: none"> <li>Cultural and artistic expressions ▾</li> <li>Natural and social environments ▾</li> <li>Information and relevant data for the community ▾</li> <li>Sensations, emotions, feelings and ideas expressed in English ▾</li> </ul>
	LDP (Learning Development Process)	<ul style="list-style-type: none"> <li>Represents and shares elements present in cultural and artistic expressions of different peoples, preferably English-speaking. ▾</li> <li>Understands descriptive and/or explanatory texts about cultural and artistic expressions of different peoples, preferably English-spea... ▾</li> <li>Comments on and describes, orally and in writing, aspects of natural and social environments that catch their attention. ▾</li> <li>Participates in writing questions to gather information about specific topics. ▾</li> <li>Interviews classmates and records their answers. ▾</li> </ul>

		Asks, answers, and shares how they feel and what makes them feel that way using oral and written language. ▾ Recognizes, names, and graphically represents different emotions. ▾
	<b>Articulating Axes</b>	Healthy living ▾   Critical thinking ▾   Arts and aesthetic experiences ▾   Critical interculturality ▾

<b>CEFR SKILLS</b>	<b>Listening</b>	<ul style="list-style-type: none"> <li>A2: Ss can understand short, clear and simple messages and conversations of people talking about spare activities, hobbies, likes and dislikes.</li> <li>A2: Understand Short simple messages from events in the past.</li> <li>A2: Ss can understand times and dates.</li> <li>A2: Ss can understand short, clear and simple messages and conversations of people talking about spare activities, hobbies, likes and dislikes.</li> </ul>
	<b>Reading</b>	<ul style="list-style-type: none"> <li>A2: Ss can understand words and phrases on everyday activities in everyday situations.</li> <li>A2: Ss can recognise daily situations, words and phrases.</li> <li>A2: Ss can understand short past stories about familiar subjects if the text is written in simple language.</li> <li>A2: Ss can understand pieces of reading about hobbies, likes and dislikes.</li> </ul>
	<b>Writing</b>	<ul style="list-style-type: none"> <li>A2: Ss can write their daily routines.</li> <li>A2: Ss can write simple sentences about myself, for example where I live and what I do.</li> <li>A2: Ss can write about hobbies, likes and dislikes.</li> <li>A2: Ss can complete a questionnaire with information about their educational background.</li> </ul>
	<b>Speaking</b>	<ul style="list-style-type: none"> <li>A2: Ss can describe what I like and what I don't like (for example with regard to sports, music, school, colours).</li> <li>A2: Ss can use simple words to describe something, (for example its size, shape or colour).</li> <li>A2: Ss can ask and answer simple questions about a past event.</li> </ul>
	<b>Grammar &amp; Language Structure</b>	<ul style="list-style-type: none"> <li>Inquiring about feelings, simple presents Wh questions:</li> <li>Adverbs: too much, too many, little, not enough, I like, I love, I hate.</li> <li>"What do you feel when you hear the name of a loved one?" "Do you remember the name of your favorite characters?"</li> <li>Simple present to describe your favorite character"</li> <li>Use of too much, too many and not enough: "I have too many tasks", "I don't have too much time"</li> <li>Structure of a narrative sequence: What situation is presented?, who appears in it?, where do the events take place?, how is the conflict solved? (Answer WH questions)</li> <li>Use a Venn Diagram</li> <li>Review of Simple present Wh questions: What actions define a hero?", What do fiction and reality mean?"</li> <li>Review verb to be in past was/ were. Simple past tense Interrogative Form. (did, yes I did, no I don't)..</li> <li>Use "Would " to express hypothetical situations: "As a superhero, I would be strong", "I would _____".</li> <li>Simple present Wh questions to talk about community heroes: "Which people support you in your daily life?", "Who helps to make your school a safe place?", Why are they your heroes?"</li> </ul>



	Vocabulary	<ul style="list-style-type: none"> <li>• Vocabulary to talk about identity: have/ has, belong.</li> <li>• Vocabulary for corporal narrative: gestures, sound, expression</li> <li>• Emotions linked to names and identities: excited, impressed, amused, happy. Adjectives to describe characters: amusing, funny, brave.</li> <li>• Structure of a narrative sequence: Setup, development and resolution.</li> <li>• Regular verbs in past: ( walk, wag, arrive, sniff, bark, snuggle)</li> <li>• Hobbies &amp; Activities: cook, sing, read, swim, dance, play football, wash the dishes, play video games, do exercise, watch T.V., enough sleep.</li> <li>• Vocabulary to talk about characters: (fiction, reality, heroes, heroines, movies, comics, novels, superpowers).</li> <li>• Adjectives that describe physical traits: tall, short, beautiful, pretty, long, fat, thin, curly, straight.</li> <li>• Adjectives that describe virtues: kind, helpful, honest, friendly, brave, generous, hard working, committed, intelligent.</li> <li>•</li> </ul>
--	------------	---

### Strategies and Activities

**STAGE 1: Kickstart** (Warm Up / Lead-in) Get students thinking, talking, and prepared for the lesson and project.

**Achievement:** Students will be able to introduce themselves, describe physical and personality traits, and express basic emotions using simple vocabulary and sentence structures. They will explore the concept of identity and personal expression through interactive, creative, and reflective tasks.

Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	<input type="checkbox"/> Assessment
<input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 📝 Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking	<ul style="list-style-type: none"> <li>• Instructional Strategy:               <ul style="list-style-type: none"> <li>TPR ▾</li> <li>Reading Comprehensi... ▾</li> <li>Letter Writing ▾</li> <li>Role Playing ▾</li> <li>Creative Writing ▾</li> <li>Bingo ▾</li> </ul> </li> </ul>	<input type="checkbox"/> 📚 Textbook <input type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📋 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 💻 Digital	<input checked="" type="checkbox"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👤 Small group work <input checked="" type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work	<input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input checked="" type="checkbox"/> Checklists

	<p><b>Simon Says</b> ▾</p> <ul style="list-style-type: none"> <li>Activity Description:</li> </ul> <p><b>Today - Yesterday - Tomorrow Drill</b> T asks qs like “What day is today?” “What day was yesterday?” “What day will be tomorrow?” and ss answer aloud.</p> <p><b>Birthday Line - Up</b> Ss arrange themselves in order of birth month without speaking (only gestures). then they call out their month in order.</p> <p><b>Weather Reporter</b> T chooses a weather reporter of the day, then asks ss to stand at the front and give a short weather update using props or gestures.</p> <p><b>Simon Says – Emotions &amp; Actions</b> (Listening/Speaking)</p> <ul style="list-style-type: none"> <li>Teacher: “Simon says... clap if you feel happy / stand like a superhero / smile if you feel proud.”</li> <li>Students must follow only if “Simon says.”</li> </ul> <p><b>Hero Memory Game</b></p>	<p>Resources (websites, apps, videos, etc.)</p> <p><input type="checkbox"/>  Realia</p> <p><input type="checkbox"/>  Didactic Games</p>		<p><input checked="" type="checkbox"/> Observation guides</p> <p><input type="checkbox"/> Quizzes</p> <p><input checked="" type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.)</p> <p><input type="checkbox"/> Unit Exams</p>
--	---	---	--	--

	<p>(Speaking/Reading)</p> <ul style="list-style-type: none"><li>• Pairs or small groups match hero cards (image + name or trait).</li><li>• When they get a match, they say a sentence: <i>"Superman is brave."</i></li></ul> <p><b>Feelings Bingo</b> (Listening/Speaking)</p> <ul style="list-style-type: none"><li>• Bingo cards have emotions and traits. Teacher calls: <i>"Brave!"</i></li><li>• Students mark it and say an example: <i>"My mom is brave."</i></li></ul> <p><b>"This is Me" Graphic Organizer:</b> T guides Ss to complete a personal organizer activity in their notebooks. The task includes five sections: Name, Age, Favorite activity, One word that describes them, and a space to draw themselves. T models the activity on the board using their own example: "My name is Miss Ana. I am 10 years old. I like to dance. I am creative." Ss copy the sections in their notebooks and complete them using colored pencils,</p>			
--	---	--	--	--

	<p>markers, and drawings to make their work creative and personal.</p> <p><b>All About Me – Reading and Comprehension</b> T presents a short descriptive text about a character named Miriam. The text includes basic personal information (e.g., “My name is Miriam. I am 10 years old. I live in Saltillo. I like watching cartoons and eating ice cream. I have one brother and two dogs.”)T reads aloud or plays an audio of the text (optional). Ss follow along and highlight important details.</p> <p><b>“What’s Your Name?”</b> T explores personal identity and vocabulary related to names. Ss answer six questions about their name, including its popularity, meaning, origin, and whether any famous people share it. They also write about their nicknames and spell their full names. T supports students by modeling answers on the board and encouraging complete sentences. This activity promotes self-awareness, vocabulary development, and written</p>			
--	---	--	--	--

	<p>expression.</p> <p><b>“When I Feel...” Writing &amp; Drawing Activity:</b> T plays a short video about emotions. Ss listen and repeat key vocabulary and expressions related to feelings (e.g., “I feel happy,” “I feel angry”). Then, Ss write 2–3 sentences using the structure: “When I feel ___, I ___.” (e.g., “When I feel happy, I play with my friends.”). Finally, Ss draw a simple picture to represent each sentence in their notebooks.</p> <p><a href="https://www.youtube.com/watch?v=KivttwaXQZ4">https://www.youtube.com/watch?v=KivttwaXQZ4</a></p> <p><b>Hobby Charades</b> Write hobbies on slips, a student picks one and acts it out, the rest of the class guesses, the first to guess correctly becomes the next actor.</p> <p><b>My Favorite Character – Personal Connection</b> T introduces the activity with visuals of famous characters from series or movies (e.g., Spiderman, Elsa, Goku, Matilda). Ss choose one favorite character and fill out a four-section</p>			
--	--	--	--	--

	<p>organizer:</p> <p>Basic Info: Name of character, age (real or imagined), and the series/movie.</p> <p>Description: What they like/dislike, what they can/can't do. (E.g., "He can fly." "She doesn't like to lose.")</p> <p>Picture Box: Draw or paste a picture of the character.</p> <p>Interesting Facts: Write 2–3 fun or unknown facts about the character.</p> <p>T encourages creativity and provides word banks with verbs, adjectives, and abilities (e.g., can run, is brave, has powers).Ss share in pairs or present their character to a small group.</p> <p><b>"Like and Dislike"</b> T practices vocabulary related to daily activities and personal preferences. Ss look at the pictures and write complete sentences in the correct box: under the happy face (activities they like) or under the sad face (activities they dislike). T models two examples on the board (e.g., "I like to dance." / "I don't like to wash the dishes.").</p>			
--	---	--	--	--



Guess the Hero

Choose a hero or heroine (real or fictional) and write the name on a card. One student secretly picks a card and answers only yes/no to classmates' question: Is your hero real? Does your hero have superpowers? and so on.

Hero Speed Chat

Arrange students in two lines facing each other, give them a hero prompt (real or fictional), they have 1 minute to tell their partner about the hero's: Name, abilities or virtues.

Today, the Weather is...



THE WEEKLY WEATHER FORECAST				
Monday	Tuesday	Wednesday	Thursday	Friday
High 45° Low 32°	High 35° Low 22°	High 29° Low 18°	High 25° Low 15°	High 15° Low 10°

- 1. What day is rain expected? \_\_\_\_\_
- 2. What day is the warmest? \_\_\_\_\_
- 3. What day is the coldest? \_\_\_\_\_
- 4. What will the weather be on Friday? \_\_\_\_\_
- 5. What fun thing can you do on Monday and Tuesday? \_\_\_\_\_



### Days of the Week



1. If tomorrow is Thursday, then today is: \_\_\_\_\_.
2. If today is Sunday, then yesterday was: \_\_\_\_\_.
3. If tomorrow is Friday, then today is: \_\_\_\_\_.
4. If tomorrow is Tuesday, then yesterday was: \_\_\_\_\_.
5. If yesterday was Sunday, then tomorrow is: \_\_\_\_\_.
6. If today is Tuesday, then yesterday was: \_\_\_\_\_.
7. If today is Saturday, then tomorrow is: \_\_\_\_\_.
8. If today is Wednesday, then yesterday was: \_\_\_\_\_.
9. If yesterday was Thursday, then today is: \_\_\_\_\_.

#### Word Bank

Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday



### Months of the Year



1. First month of the year: \_\_\_\_\_.
2. Last month of the year: \_\_\_\_\_.
3. Month after June: \_\_\_\_\_.
4. Month before September: \_\_\_\_\_.
5. Month between May and July: \_\_\_\_\_.
6. Second month of the year: \_\_\_\_\_.
7. Third month of the year: \_\_\_\_\_.
8. Month between March and May: \_\_\_\_\_.
9. Fifth month of the year: \_\_\_\_\_.
10. Month before October: \_\_\_\_\_.
11. Month before December: \_\_\_\_\_.
12. Tenth month of the year: \_\_\_\_\_.

#### Word Bank

January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December



### Alphabet Order



1. ___red ___blue ___yellow	2. ___mouse ___tiger ___bear	3. ___plane ___car ___boat	4. ___Dad ___Sister ___Mom
5. ___soccer ___football ___baseball	6. ___run ___play ___walk	7. ___grapes ___banana ___apple	8. ___play ___game ___fun
9. ___moon ___star ___planet	10. ___basket ___doll ___train	11. ___elephant ___zebra ___turtle	12. ___skateboard ___bike ___car
13. ___tree ___flower ___leaf	14. ___hot dog ___pizza ___hamburger	15. ___snow ___boots ___ice	16. ___desk ___teacher ___pencil



**STAGE 2: Language Drop** (Presentation / Input) Introduce grammar, vocabulary, and the communicative task. Establish the context/problem.

**Achievement:** Ss will be able to understand and use basic grammar structures such as "I am," "I like," "I don't like," "He/She is," and "He/She can/can't" to talk about themselves, others, and their favorite characters. They will identify descriptive vocabulary and apply it in oral and written tasks. Through fun, engaging activities and modeling, Ss will begin to build simple descriptive paragraphs and participate in meaningful conversations about personal identity and preferences.

Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<input type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input type="checkbox"/> 🖋️ Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking	<ul style="list-style-type: none"> <li>Instructional Strategy:               <ul style="list-style-type: none"> <li>TPR ▾</li> <li>Reading Comprehensi... ▾</li> <li>Role Playing ▾</li> <li>Creative Writing ▾</li> <li>Show and Tell ▾</li> </ul> </li> <li>Activity Description:</li> </ul> <p><b>Vocabulary &amp; Traits Carousel</b> (Speaking/Reading)</p> <ul style="list-style-type: none"> <li>Stations around the room with pictures/words: <i>kind, helpful, tall, strong...</i></li> <li>Students rotate, say the word, act it out, and write it in their notebook.</li> </ul> <p><b>My hobby Show &amp; Tell</b></p>	<input type="checkbox"/> 📖 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/> 🖍️ Realia <input type="checkbox"/> 🎲 Didactic Games	<input checked="" type="checkbox"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👥 Small group work <input checked="" type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work	<input type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes <input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exams

	<p>T asks ss to bring an object or picture related to their hobby, give them 1 or 2 minutes to present: The name of the hobby, how often they do it, why they like it. T encourages questions from classmates after each presentation.</p> <p><b>Hobby Interview</b></p> <p>T presents a poster with an interview conversation and the ss act out it, after that T asks some questions about the conversation.</p> <p><b>Short Movie Clip + Comprehension</b>  <i>(Listening/Speaking)</i></p> <ul style="list-style-type: none"> <li>• Watch a 1–2 min clip from a hero-themed animation (no subtitles).</li> <li>• Answer questions: <i>“Who is in the scene? What did they do? Was it real or fiction?”</i></li> </ul> <p><b>Describe Your Friend!” Partner Interview &amp; Report</b></p> <p>SS work in pairs. Each Ss asks their partner simple questions: Ss write 4–5 sentences about their partner: “This is my friend Diego. He is 10</p>			
--	--	--	--	--

	<p>years old. He likes basketball. He doesn't like broccoli. He is friendly and smart." T guides Ss with question prompts and vocabulary posters (adjectives and activities).</p> <p><b>"What Do You Prefer?"</b> T prepares fun "What do you prefer?" questions. One wall is option A and the other wall is option B.</p> <p>Examples:</p> <p>What do you prefer: being a superhero or a singer?</p> <p>What do you prefer: having a dog or a cat?</p> <p>What do you prefer: swimming or playing video games? Ss listen and walk to the wall with their favorite option. T asks: "Why?" Ss can answer: "I prefer having a dog." or "Because I like dogs."</p> <p><b>My Identity Puzzle – Reflection &amp; Writing</b></p> <p>Use "I am," "I like," "I can" in written form.<b>Instructions:</b></p> <p>T gives each Ss a puzzle-shaped template with 4–6 pieces labeled:</p>			
--	--	--	--	--

	<div>1. My name</div> <div>2. I like</div> <div>3. I don't like</div> <div>4. I can</div> <div>Ss complete each piece with simple sentences and decorate. T collects and displays puzzles on a bulletin board titled "We Are Unique!"</div> <div>Past &amp; Present Sorting Race</div> <div>T writes verbs in base form and past tense: <i>play / played, cook / cooked, clean / cleaned</i></div> <div>Ss sort them into present vs. past using flashcards. Ss write one sentence for each form:</div> <div>"I play soccer on Mondays." / "I played soccer yesterday."</div> <div>Hero Vocabulary Hunt</div> <div>T teaches adjectives for physical descriptions and virtues showing cards with adjectives, gives each ss 1 or 2 cards, shows a hero image and asks "Which of your words describe this person?" SS share "Superman is strong and brave", paste words on the board divided</div>			
--	--	--	--	--

	<p>into Physical and Virtues.</p> <p><b>Build a Hero</b></p> <p>T asks ss to make teams and use a poster to create their own hero/heroine. Decide: Name, Special powers, Virtues, Physical description and present to the class.</p> <p><b>Mini Reading – Meet My Hero</b> <i>(Reading)</i></p> <ul style="list-style-type: none"><li>• The teacher provides a short paragraph about a real hero.</li><li>• Students highlight adjectives and answer WH questions.</li></ul>			
--	--	--	--	--

# all about me

my favorite word:

my birthday:  MONTH  DAY

my self portrait:

my favorite animal:

my favorite School subject:

my favorite color:

my favorite food:

What makes me happy:

What I'm afraid of or worried about:

What I'd bring on a deserted island:

My friends:

If I had a magic wand...:

My most treasured possession:

## Hobbies. Vocabulary





# Community Helpers



Teacher



Doctor



Police Officer



Coach



Grocer



Firefighter



City Worker



Dentist



Mail Carrier



Plumber



Painter



Librarian



**STAGE 3: Level Up** (Practice with guidance) Students collaborate, compare findings, and build knowledge with teacher guidance.

**Achievement:** Practice Language Structure about unit vocabulary.

Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 📝 Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking	<ul style="list-style-type: none"> <li>Instructional Strategy:               <div>TPR ▾</div> <div>Reading Comprehension ▾</div> <div>Show and Tell ▾</div> <div>Role Playing ▾</div> </li> <li>Activity Description:</li> </ul> <p><b>Model with a Teacher Profile</b>            T displays a poster with personal profile, name, age, birthday, hobbies, favorite food, read the information aloud slowly, point to each category and say it again, ask ss to repeat key sentences.</p> <p><b>Introduce Vocabulary &amp; Sentences.</b>            On the board, make two columns:  <b>Question / Answer.</b></p> <ul style="list-style-type: none"> <li>Write and read aloud:               <ul style="list-style-type: none"> <li>What's your name? → My name is...</li> <li>How old are you? →</li> </ul> </li> </ul>	<input type="checkbox"/> 📚 Textbook <input type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/> 🖍️ Realia <input type="checkbox"/> 🎮 Didactic Games	<input checked="" type="checkbox"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👥 Small group work <input type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work	<input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes <input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exams

	<p>I'm ... years old.</p> <ul style="list-style-type: none"><li>○ When is your birthday? → My birthday is on...</li><li>○ Where are you from? → I'm from...</li><li>○ What are your hobbies? → I like... / My hobby is...</li></ul> <ul style="list-style-type: none"><li>● Use choral repetition so students get pronunciation right.</li></ul> <p><b>Class Profile Chart</b></p> <ol style="list-style-type: none"><li>1. Draw a table on the board with columns:<ul style="list-style-type: none"><li>○ Name   Age   Birthday   Nationality   Hobby</li></ul></li><li>2. Fill in the first row with your own info.</li><li>3. Ask for 3–4 volunteers to give their info orally while you write it.</li><li>4. Read the chart aloud with the class.</li></ol> <p><b>Unscramble the Sentence – Hero Facts</b> <i>(Reading/Writing)</i></p> <ul style="list-style-type: none"><li>● The teacher gives jumbled sentences: “brave / is / my /</li></ul>			
--	---	--	--	--

brother" → My brother is brave.

**Role Play – Interview a Hero**

*(Speaking/Listening)*

- In pairs, one is a reporter, one is a hero (real or fictional).
- Ask questions: "What do you do? How do you help people?"

**Race to Write – Dictation Words**

*(Listening/Writing)*

- The teacher calls vocabulary words; groups race to write them on the board correctly.

**Describe & Draw!" – Listening with Visuals**

Practice understanding descriptive sentences.

T reads descriptions aloud:

"This person has short curly hair. She is kind and smart. She likes reading and cats."Ss listen and draw what they hear in their notebooks

	<p>Then switch: Ss describe a classmate or imaginary person, and their partner draws it.</p> <p><b>Too Much / Too Many Sorting Game</b></p> <p>T displays phrases or images. Ss must classify them under “Too much,” “Too many,” “Not enough,” or “Just right.”</p> <p>Examples: homework, noise, friends, food, sleep, sugar, books, time</p> <p>Ss say or write:</p> <ul style="list-style-type: none"> <li>• “I have too much homework.”</li> <li>• “There are too many students in the room.”</li> <li>• “I don’t have enough sleep.”</li> </ul> <p><b>“Interview a Hero” Roleplay</b></p> <p>T. divides students into pairs.</p> <ol style="list-style-type: none"> <li>1. One student is a famous hero or heroine, the other is a reporter.</li> <li>2. Give sample interview questions: <ul style="list-style-type: none"> <li>○ “What inspired you to</li> </ul> </li> </ol>			
--	--	--	--	--

	<p>become a hero?"</p> <ul style="list-style-type: none"><li>○ "What is your greatest challenge?"</li><li>○ "Who do you help?"</li></ul> <p>3. Switch roles after 3–4 minutes.</p> <p>4. Optional: Present one or two interviews to the class.</p> <p><b>Hero Timeline Challenge</b></p> <p>1. Give students short texts about real-life heroes/heroines.</p> <p>2. In small groups, they create a simple timeline of that person's life (birth, key achievements, impact).</p> <p>3. Groups share their timelines with the class in 1–2 minutes.</p> <p><b>Create Your Own Hero</b></p> <p>T encourages creativity while using hero vocabulary.</p> <p>In small groups, students invent a hero or heroine.</p> <p>1. They decide:</p> <ul style="list-style-type: none"><li>○ Name</li><li>○ Special powers or skills</li><li>○ Mission or goal</li><li>○ Appearance (draw a</li></ul>			
--	---	--	--	--

	<p>quick picture)</p> <p>2. Each group presents their hero to the class in 1–2 minutes.</p>			
--	---	--	--	--

**STAGE 4: All-In-One** (Use of language skills) Integrated skills use, individual creative production, and draft version of final product.

**Achievement:** Ss will integrate vocabulary and grammar to build complete oral and written pieces about their identity and community heroes. They will independently construct short descriptive and narrative texts and engage in creative, communicative tasks using varied structures.

Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 🖋️ Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking	<ul style="list-style-type: none"> <li>Instructional Strategy:             <ul style="list-style-type: none"> <li>TPR ▾</li> <li>Reading Comprehensi... ▾</li> <li>Letter Writing ▾</li> <li>Prompts ▾</li> <li>Delayed Copy ▾</li> </ul> </li> <li>Activity Description:</li> </ul> <p><b>Self-Portrait &amp; “About Me” Paragraph</b> (<i>Writing/Speaking</i>)</p> <ul style="list-style-type: none"> <li>Draw a self-portrait; write 5–6 sentences using physical &amp; personality adjectives.</li> <li>Present orally to the class or</li> </ul>	<input type="checkbox"/> 📚 Textbook <input type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input type="checkbox"/> 🖍️ Realia <input type="checkbox"/> 🎮 Didactic Games	<input checked="" type="checkbox"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👥 Small group work <input checked="" type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work	<input type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input checked="" type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <input checked="" type="checkbox"/> Quizzes <input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.)

	<p>in small groups.</p> <p><b>"About Me" Journal Challenge</b></p> <ul style="list-style-type: none"><li>● Task: Keep a 5-day illustrated journal about yourself.<ul style="list-style-type: none"><li>○ Day 1: Full name, nickname, age, birthday, and where you are from.</li><li>○ Day 2: Family members and their occupations or interests.</li><li>○ Day 3: Your daily routine on school days.</li><li>○ Day 4: Your likes, dislikes, and favorite activities.</li><li>○ Day 5: Your dreams and goals for the future.</li></ul></li></ul> <p><b>"Introduce Me" Speech Script</b></p> <p>T asks ss to write a short speech to introduce yourself to a new class or group. Include: name, age, where you are from, school, hobbies, favorite food, favorite subject, and</p>			<p><input type="checkbox"/> Unit Exams</p>
--	---	--	--	--



	<p>something unique about you.</p> <ul style="list-style-type: none"><li>Practice reading aloud for clear pronunciation.</li></ul> <p><b>Future Me Letter</b></p> <p>T asks ss to write a letter to your future self in 10 years:</p> <ul style="list-style-type: none"><li>Introduce yourself as you are now.</li><li>Describe your current likes, dislikes, and daily life.</li><li>Explain your hopes for your future career, hobbies, and lifestyle.</li></ul> <p><b>Hero Interview Script:</b> Imagine you are interviewing your chosen hero/heroine. T asks ss to write at least 8 questions and answer them in the hero's voice.</p> <ul style="list-style-type: none"><li>Questions should cover personal life, challenges, values, and advice to young people.</li></ul> <p><b>Comparing Two Heroes:</b> T asks ss to</p>			
--	--	--	--	--

	<p>choose two heroes/heroines from different fields (e.g., a scientist and an athlete). Write a Venn diagram and a short paragraph comparing their qualities and contributions.</p> <p><b>Combination Activity – Hobby</b> <b>Heroes:</b> T asks ss to find a real person who is famous for their hobby (e.g., a painter, dancer, chess champion) and write a profile explaining:</p> <ol style="list-style-type: none"><li>1. Their background</li><li>2. How the hobby became their career or passion</li><li>3. Their biggest achievements</li><li>4. How they inspire others.</li></ol> <p><b>Comic Strip – My Hero in Action</b> <i>(Writing/Reading/Speaking)</i></p> <ul style="list-style-type: none"><li>• Students create a 4-panel story with captions using simple present or past.</li><li>• Present and read aloud to peers.</li></ul> <p><b>Delay Writing – Listen, Remember, Write</b> <i>(Listening/Writing)</i></p>			
--	---	--	--	--

- The teacher reads 3–4 sentences slowly; students remember and write them after a short delay.

### **Sentence Scramble – Grammar Practice**

T prepares scrambled sentences with “too much,” “not enough,” “can,” “would,” and Wh-questions. Ss work in pairs to unscramble them. Example:

**Scrambled:** “you / would / what / be / do / if / a / superhero / you?”

**Correct:** “What would you do if you were a superhero?”

-T asks ss to open their books and answer some exercises about the unit.

-T. provides worksheets and guides ss to answer them.

### All About Me

Look, read and write.

Hello, my name is Miriam, I am from Saltillo, Coahuila. At present, I'm 11 years old and I'm studying at Emiliano Zapata Primary School. My family has 4 people including my parents, my brother and me. I have a lot of friends in my school. I like to play with them and see video games.

Everyone says that I am a very active and energetic child so, they love me so much, my favorite subject is Math and English. My hobbies are cooking and reading books. What about you?



1. What's your name?

My name is: \_\_\_\_\_

2. How old are you?

I'm: \_\_\_\_\_

3. Where are you from?

I'm from: \_\_\_\_\_

4. Where do you live?

I live in: \_\_\_\_\_

5. How many sisters or brothers do you have?

I have: \_\_\_\_\_

6. What is your favorite hobby?

My favorite hobby is: \_\_\_\_\_

7. What is your favorite food?

My favorite food is: \_\_\_\_\_

8. What is your special talent?

My special talent is: \_\_\_\_\_



### What is your Name?

Read and write.

My name is: \_\_\_\_\_

1. Is your name popular? How many people have you met with your name?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Do you have a nickname? What is it?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Can you spell your complete name?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Do any famous people share your name? If yes, What are they famous? What do they do?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Do you know the origin of your name?

\_\_\_\_\_

6. What does it mean?

\_\_\_\_\_

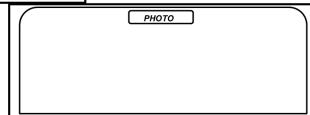


### My Favorite Character

Read, write and draw.

CHARACTER	DESCRIPTION	INTERESTING FACTS
Name: _____	Personal Description: _____	
Age: _____	Likes: _____	
Name of the series/movie: _____	Dislikes: _____	
	Can: _____	
	Can't: _____	

PHOTO



### All About your Friend



1. What is your name? \_\_\_\_\_
2. How old are you? \_\_\_\_\_
3. What do you like? \_\_\_\_\_
4. What do you hate? \_\_\_\_\_
5. How do you describe yourself? \_\_\_\_\_

#### Word Bank

tall	honest
short	beautiful
thin	friendly
fat	brave
long hair	pretty
short hair	intelligent
curly	kind
straight	helpful

Write 4 sentences about your friend:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Like and Dislike



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Hobbies



#### Word Bank

play video games   play football   wash the dishes   cook   swim



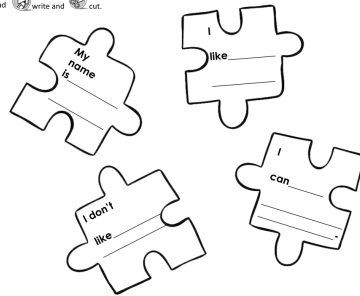
1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

1. My / is / games. / video / hobby / play / to / \_\_\_\_\_
2. like / I / to / swim / pool. / the / in / \_\_\_\_\_
3. play / to / football. / His / is / hobby / \_\_\_\_\_
4. She / with / likes / to / wash / dishes / Mom. / the / her / \_\_\_\_\_
5. love / cook / to / healthy / I / food / weekend. / every / \_\_\_\_\_



### My Identity Puzzle

Read write and cut.



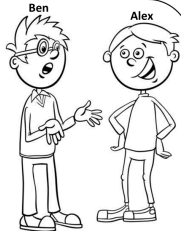
### Too Much, Too Many, Enough

Read and complete and practice.

#### Word Bank

too much too many enough

Alex: Hey Ben, how was your weekend?  
Ben: It was okay, but I had \_\_\_\_\_ homework. I couldn't even go out to play.  
Alex: Oh no! I had \_\_\_\_\_ chores to do at home. My parents made me clean the garage and mow the lawn.  
Ben: Wow, that's a lot. Did you at least have \_\_\_\_\_ time to relax?  
Alex: Not really. By the time I finished everything, it was already evening. I didn't have \_\_\_\_\_ energy to do anything else.  
Ben: I know the feeling. I drank \_\_\_\_\_ soda while studying, and now I can't sleep properly.  
Alex: Maybe we should manage our time better. Do you think we have \_\_\_\_\_ discipline?  
Ben: Probably not. We also spend \_\_\_\_\_ time on our phones.  
Alex: True. There are \_\_\_\_\_ distractions these days.  
Ben: Let's try to focus more this week and make sure we have \_\_\_\_\_ rest.  
Alex: Ok, let's support each other!



### How Much, How Many

Read write and color.

1. \_\_\_\_\_ milk do you drink in a day?
2. \_\_\_\_\_ apples are in the basket?
3. \_\_\_\_\_ rice do we need?
4. \_\_\_\_\_ books do you read per month?



Now write your own questions:

\_\_\_\_\_  
\_\_\_\_\_



### Use of Should and Shouldn't

Read and write and color.

#### Word Bank

should shouldn't

1. You \_\_\_\_\_ do your homework.
2. I \_\_\_\_\_ be late for school.
3. He \_\_\_\_\_ eat too much candy.
4. You \_\_\_\_\_ study for the test.
5. She \_\_\_\_\_ go to bed so late.
6. We \_\_\_\_\_ drink more water.
7. They \_\_\_\_\_ watch so much TV.



### Use of Too Much, Too Many, Enough

Read and write.



1. There are \_\_\_\_\_ books in the shelf.  
a. too much    b. too many    c. enough



4. He has \_\_\_\_\_ homework.  
a. too much    b. too many    c. enough



2. He don't get \_\_\_\_\_ sleep.  
a. too much    b. too many    c. enough



5. There are \_\_\_\_\_ people in the bank.  
a. too much    b. too many    c. enough



3. He eats \_\_\_\_\_ healthy food.  
a. too much    b. too many    c. enough



6. He doesn't have \_\_\_\_\_ friends.  
a. too much    b. too many    c. enough



### Who did what? Mystery Game

Read listen and match.

Yesterday was a very busy afternoon at Maria's house. Everyone was doing something different. Maria was in the kitchen. She baked a big chocolate cake for her best friend's birthday. Tom was in the dining room. He cleaned the table and arranged the chairs. In the living room, Lucas and Ana watched a funny movie together. Dad stayed outside in the garden. He fixed the door of the tool shed because it was broken after a windy night and for the last, Mom washed the dishes in the kitchen. She sang her favorite song while cleaning the plates, glasses, and cups.

1. Mom
  2. Tom
  3. Maria
  4. Lucas and Ana
  5. Dad
- fixed the door.
  - watched a movie.
  - washed the dishes.
  - cleaned the table.
  - baked a cake.



## Pronoun and Tense Spinner

Read  cut and  write.

1. Write 3 sentences using your spin results:

---

---

---

2. Draw your favorite sentence here:



## Heroines and Heroes

Read and  discuss.

Superman			
Physical Adjectives	Value Adjectives	Appearance	Powers & Abilities
Tall, muscular, heroic, imposing, strong.	Courageous, noble, charismatic, selfless, just, genius.	1.90m 88kg Blue eyes, black hair, red cape and "S" emblem comic costume.	Superhuman strength, invulnerability, flight, super speed, heat vision, x-ray vision, super breath, genius intellect.



Batman			
Physical Adjectives	Value Adjectives	Appearance	Powers & Abilities
Athletic, brooding, masked, agile.	Disciplined, strategic, protective.	1.88m 85kg Black cowl, cape, sturdy build but not bulky.	No superpowers, relies on peak human physicality, genius-level intellect, martial art mastery, forensic science, high-tech gadgets, white suit, Batmobile, Batcave, world-class detective skills.



## Heroines and Heroes

Read and  discuss.

Wonder Woman			
Physical Adjectives	Value Adjectives	Appearance	Powers & Abilities
Statuesque, regal, strong, graceful, muscular.	Just, empathetic, courageous, wise, diplomatic, compassionate.	1.68m 75kg Blue eyes, black hair, armored tiara, bracelets, lasso, sword & shield.	Super strength, god-granted speed, stamina, flight (in later versions), expert swordswoman, armed with magical Lasso of Truth, bullet-deflecting bracelets, godly armor, stamina and durability, skilled tactician and diplomat.



Spiderman			
Physical Adjectives	Value Adjectives	Appearance	Powers & Abilities
Lithe, agile, youthful, lean, masked.	Responsible, caring, witty, brave, optimistic, self-sacrificing.	1.78m 75kg Slender and athletic, mask with large white eyespots and red blue costume with spider emblem.	Super strength, super agility, super reflexes, wall-crawling, spider-sense (danger pre-sightening), web-shooting, acrobatic, scientific genius.





## Heroines and Heroes

Read and discuss.



Iron Man			
Physical Adjectives	Value Adjectives	Appearance	Powers & Abilities
Tall, broad-chested, stylish (outside of suit), polished, armored.	Ingenuous, charismatic, resourceful, confident, genius inventor, selfless.	1.85cm 90kg Black hair, often grates, sleek red-gold armor with glowing chest-arc reactor.	Super-strength, flight, energy weapon, enhanced senses, enhanced durability, master engineer and inventor, genius intellect.

### Super Girl

Physical Adjectives	Value Adjectives	Appearance	Powers & Abilities
Youthful, energetic, radiant, lithe.	Kind-hearted, bold, determinate.	1.65cm 54kg Blue eyes, blonde hair, red-blue shield, red cape, often younger-looking than Superman.	Same Krypto Non powers as Superman, super-strength, flight, speed, heat vision, x-ray vision, freeze breaths, invulnerability, stamina, plus faster power development due to later exposure to yellow sunlight.



## My Friend and Me

Read, ask, write and draw.

Photo



My Friend			
Physical Adjectives	Value Adjectives	Appearance	Abilities

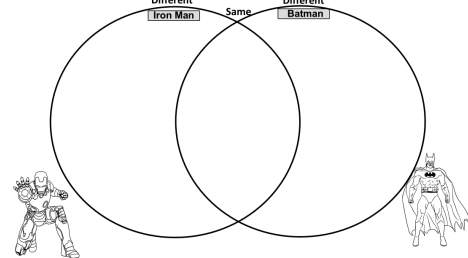
Me			
Physical Adjectives	Value Adjectives	Appearance	Abilities

Photo



## Venn Diagram

Read, discuss and write.





	<p align="center"><b>My Favorite Hero in my City</b></p> <p>Read, Write and Draw</p> <p>Name: _____</p> <p>Appearance: _____</p> <p>Physical Adjectives: _____</p> <p>Values: _____</p> <p>I love him/her because: _____</p> <p align="right">Photo</p> <p align="right">C</p>			
--	--	--	--	--

**STAGE 5: Reality check / wrap it up** (Reflect and apply learning) Evaluate learning, reflect, and share final products.

**Achievement:** Ss will apply the grammar and vocabulary from the unit to complete a final product: a personal timeline, a hobby presentation, or a comic. They will reflect on what they've learned and present their work orally and visually using accurate structures and creative expression.

Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<input checked="" type="checkbox"/> 🎵 Listening <input type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 📝 Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking	<ul style="list-style-type: none"> <li>Instructional Strategy:               <ul style="list-style-type: none"> <li>Running Dictation</li> <li>Read-Aloud</li> <li>Letter Writing</li> <li>Presentation</li> <li>Role Playing</li> </ul> </li> <li>Activity Description:               <p><b>Personal Information Show-and-Tell</b></p> <ul style="list-style-type: none"> <li>Each student shares key</li> </ul> </li> </ul>	<input checked="" type="checkbox"/> 📚 Textbook <input type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)	<input checked="" type="checkbox"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👥 Small group work <input type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work	<input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <input checked="" type="checkbox"/> Quizzes

	<p>personal information like their full name, age, birthday, favorite color, and a fun fact about themselves.</p> <ul style="list-style-type: none"> <li>• Example: "My name is Ana, I'm 12 years old, my birthday is in June, and I love playing soccer."</li> </ul> <p><b>Create a Personal Info Collage</b></p> <ul style="list-style-type: none"> <li>• Using magazines, printed images, or drawings, students create a collage that represents their personal information (e.g., pictures of their favorite food, hobbies, places, or symbols that represent them).</li> <li>• Display the collages in class or create a digital slideshow.</li> </ul> <p><b>Write a Mini Story: "All About Me"</b></p> <ul style="list-style-type: none"> <li>• Students write a short paragraph or story sharing personal details like their family, hobbies, favorite subjects, and dreams.</li> <li>• Example: "My name is Juan, I have two brothers, and I</li> </ul>	<input checked="" type="checkbox"/>  Realia <input checked="" type="checkbox"/>  Didactic Games		<input checked="" type="checkbox"/> Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exams
--	---	--	--	--

	<p>love playing the guitar.”</p> <p><b>“Interview a Classmate”</b></p> <ul style="list-style-type: none"><li>• Pair students up. One student interviews the other using personal information questions (name, age, favorite things, etc.) and then shares what they learned with the class.</li></ul> <p><b>Hero/Heroine and Hobby Show-and-Tell</b></p> <ul style="list-style-type: none"><li>• Each student picks a hero or heroine (real or fictional) they admire and shares a hobby that person might have or how a hobby helped them.</li><li>• Example: “My hero is Marie Curie, and her hobby could have been reading scientific journals or experimenting in her lab.”</li></ul> <p><b>Write a Mini Story: “If My Hero Had My Hobby”</b></p> <ul style="list-style-type: none"><li>• Students write a short story imagining their hero/heroine trying out their own hobby.</li></ul>			
--	---	--	--	--

	<ul style="list-style-type: none"><li>• Example: "If Spider-Man tried gardening..." with creative twists.</li></ul> <p><b>Would... Hero Chain</b> (<i>Speaking</i>)</p> <ul style="list-style-type: none"><li>• One student says: "As a superhero, I would help the sick."</li><li>• The next student repeats and adds their own: "...and I would protect animals."</li></ul> <p><b>Exit Ticket – Sentence Completion</b> (<i>Writing</i>)</p> <ul style="list-style-type: none"><li>• Students finish:<ul style="list-style-type: none"><li>◦ "My hero is..."</li><li>◦ "I feel ___ when..."</li><li>◦ "One thing I learned today is..."</li></ul></li></ul> <p><b>Spelling Challenge</b> (<i>Speaking/Writing</i>)</p> <ul style="list-style-type: none"><li>• The teacher says a vocabulary word; students spell aloud or write it quickly.</li></ul> <p><b>Pronoun &amp; Tense Wheel – Review Spinner Game</b></p> <p>T creates a large wheel with</p>			
--	--	--	--	--

	<p>subject pronouns and another with verbs. Ss spin both and say a sentence:</p> <p>“We danced yesterday.” / “He plays video games.”</p> <p>Extension: Ss draw the sentence or act it out.</p> <p><b>Daily Routine Timeline – Personal Reflection</b></p> <p>Ss draw a timeline of a normal day and add past tense for what they did yesterday.</p> <p>Present: “I eat breakfast at 7.”</p> <p>Past: “Yesterday I ate at 8.”</p> <p>T guides them to compare their routines using “I usually / I didn’t / I went...”</p> <p><b>Final Project Rehearsal:</b> Allow students to practice making a comic strip of people who are considered important in the community. Provide guidance and feedback focusing on vocabulary use, sentence structure, and clarity.</p> <p><b>Project Presentation Day:</b></p>			
--	---	--	--	--

	<p>Have students present their final project individually or in small groups. Presentations can include showing posters, reading simple sentences, or explaining their work with support.</p> <p>-T asks WH questions. -T asks a few yes/no questions: Do you remember how to use...? Would you like to review...? -T will use videos, audios, or any other resource to reinforce the achievements. -T can use the book to review the unit vocabulary.</p>			
--	--	--	--	--