



INSTRUCTIONAL GUIDE 6TH GRADE 2025-2026

GRADE	6th Grade Elementary ▾
PERIOD	1st Period ▾
UNIT	1 ▾
TERM	September 29th - October 31st
TOTAL OF SESSIONS	5 weeks
LEARNING OBJECTIVE	Using yes or no questions, as well as 'Wh?' questions, students will be able to use simple past interrogatives to ask for and provide basic information about themselves and their community. With the use of the imperative form, students will become familiar with rules of etiquette for different contexts (e.g. classroom rules and dynamics, family gatherings, community activities, etc.), promoting respect for others and compliance with social norms in general.

NEM	Project	<ul style="list-style-type: none"> Who Are We? (pg. 134-145) The Illustrated List of Rules for Coexistence Agreement (pg. 74-87)
	Product	<ul style="list-style-type: none"> Create an infographic about identity to share with your classmates. Create an illustrated list of rules to establish coexistence agreements.
	Content	Sensations, emotions, feelings and ideas expressed in English ▾ Cultural and artistic expressions ▾ Oral and written texts in English ▾ Graphic, playful, and aesthetic elements and resources in English ▾
	LDP (Learning Development Process)	Regularly records and describes emotions, sensations, feelings, and ideas related to significant community events through texts and... ▾ Appreciates and comments on identity traits present in cultural and artistic manifestations of their region. ▾ Participates in role-playing games that simulate situations in natural and social environments, using everyday expressions. ▾ Collectively creates a simple instruction manual based on the group's interests and needs. ▾

	Articulating Axes	Inclusion ▾	Critical thinking ▾	Healthy living ▾	Arts and aesthetic experiences ▾
--	-------------------	-------------	---------------------	------------------	----------------------------------

CEFR SKILLS	Listening	<ul style="list-style-type: none"> A2: Ss can follow orders, simple directions and instructions. A2: Ss can understand short simple commands and warnings. A2: SS can understand the days of the week and months of the year. A2: SS can understand people if they speak very slowly and clearly about simple everyday topics.
	Reading	<ul style="list-style-type: none"> A2: SS can understand words and phrases on everyday activities in everyday situations. A2: SS can recognise daily situations, words and phrases. SS know and use them to understand very simple sentences. A2: Ss can understand short simple commands and warnings. A2: Ss understand short descriptions of current activities.
	Writing	<ul style="list-style-type: none"> A2: SS can write simple sentences about themselves, for example where they live and what they do. A2: SS can write orders, simple directions and instructions. A2: Ss can complete a simple questionnaire or standardized report form using short sentences.
	Speaking	<ul style="list-style-type: none"> A1: Ss can ask and answer simple questions about a past event. A2: SS can describe where I live. A2: SS can describe what I like and what I don't like (for example with regard to sports, music, school, colours).
	Grammar & Language Structure	<ul style="list-style-type: none"> Review of Wh questions to elicit personal information: Name, age, gender, place of birth, address, school, hobbies, family members, friends, nationality, first name, phone number, date of birth, color of hair, color of eyes, height, e-mail address, country. Use simple past interrogatives to ask Y/N questions about your classmates' identity when they were younger: "Did you live in this city when you were 5?". "Did you have a pet when you were 5?" "Used to" for habits in the past in affirmative: "When I was in first grade I used to _____". Use imperatives to write the classroom rules. Use simple present and past, used to, affirmative, negative, interrogative.
	Vocabulary	<ul style="list-style-type: none"> Vocabulary to fill an identity card: Name, age, gender, place of birth, home address, name of your school, hobbies, friends & family. Hobbies: drawing, painting, running, biking, swimming, biking, camping, reading, gardening, playing





		<p>videogames, watching movies, singing, dancing, cooking/baking, etc.</p> <ul style="list-style-type: none"> • Ordinal (1st to 5th) and Cardinal numbers (1-20). • Regular and irregular verbs in simple past tense. • Vocabulary to talk about rules: (rule, sanction, agreement, benefits, action, behaviour, respect, equity). • Rules for Coexistence: Respect others, raise your hand when you want to participate in class, call your classmates by their names, be quiet when others speak, pay attention to all classes, be polite, use kind words, come to class on time, don't use cell phones in class, bring your classroom materials, keep your classroom clean, don't eat in class, speak English as much as possible, do your homework, don't fight, do our best. • Family members, interests, occupations, personal characteristics.
--	--	--

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 identify vocabulary related to personal information, 'Wh' questions, rules, norms, and use imperatives and classroom commands through Total Physical Response (TPR), songs, Youtube videos and games. Students will demonstrate understanding by participating in different activities.

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"> • Instructional Strategy: <ul style="list-style-type: none"> Presentation ▾ TPR ▾ Role Playing ▾ Find Someone Who ▾ Charades ▾ Simon Says ▾ 	<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"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👥 Small group work <input type="checkbox"/> 👫 Pair work	<input type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input type="checkbox"/> Checklists

	<ul style="list-style-type: none"> Activity Description: <p>ABC Weather Spin</p> <ol style="list-style-type: none"> 1. Prepare weather flashcards (sunny, rainy, cloudy, windy, snowy, stormy). 2. Place them in a circle on the floor. 3. Play music. Students “walk the weather” around the cards. 4. When music stops, each child stands by a card, says the weather word aloud, and names the first letter and another word starting with that letter. Example: “Sunny – S – Snake!” <p>Days & Weather Toss</p> <ol style="list-style-type: none"> 1. Throw a soft ball to a student. 2. Ask: “<i>What’s the weather today?</i>” → They answer. 3. Then: “<i>What day was yesterday?</i>” → They answer, then toss to another student. 4. Continue until all have 	<input checked="" type="checkbox"/>  Digital Resources (websites, apps, videos, etc.) <input type="checkbox"/>  Realia <input type="checkbox"/>  Didactic Games	<input checked="" type="checkbox"/>  Individual work	<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 <input type="checkbox"/>
--	--	--	---	---

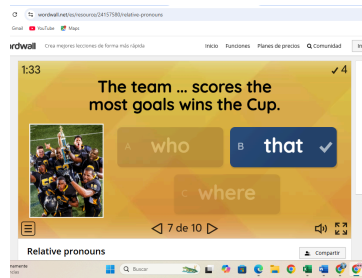
	<p>participated.</p> <p>Variation: Have them also say what the weather was yesterday or will be tomorrow.</p> <p>Calendar Race</p> <ol style="list-style-type: none">1. Draw a big blank calendar grid on the board.2. Give clues like:<ul style="list-style-type: none">○ "The month after March"○ "Two days before Friday"3. Teams race to fill the correct answers on the calendar. <p>Month Order Challenge</p> <ol style="list-style-type: none">1. Write the months scrambled on the board.2. Students work in teams to put them in order.3. Teacher calls: "What's the 5th month?" → "May!"4. Keep questions quick to build speed. <p>Ordinal Line-Up</p> <ol style="list-style-type: none">1. Give each student a			
--	--	--	--	--

	<p>number card (1–20, etc.).</p> <ol style="list-style-type: none">2. Call out an ordinal (e.g., “fifth!”).3. Students race to arrange themselves in the correct order.4. Once in place, the student in that position spells the ordinal number aloud. <p>Spelling Race Board</p> <ol style="list-style-type: none">1. The teacher says a number (cardinal or ordinal).2. Students race to write the word form on the board (e.g., 42 → forty-two, 12th → twelfth).3. Add a challenge: give mixed numbers and letters (“Spell the number that comes before twenty” or “Write the ordinal after seventh”). <p>Missing Letter & Number Puzzle</p> <ol style="list-style-type: none">1. Write sequences on the board with gaps:<ul style="list-style-type: none">○ A, B, __, D, E○ 8th, 9th, __, 11th			
--	---	--	--	--

	<p>2. Students fill in the missing element and spell it aloud.</p> <p>Keep rounds quick and mix letters with numbers for extra challenge.</p> <p>Find Someone Who... (Past Habits Edition) <i>(Speaking/Listening)</i></p> <ul style="list-style-type: none">• Students walk around asking classmates questions in the simple past: "Did you have a pet when you were 5?" / "Did you use to ride a bike?"• They mark names on a bingo-style grid. <p>Identity Simon Says <i>(Listening/Speaking)</i></p> <ul style="list-style-type: none">• The teacher gives imperatives related to personal info: "Write your birthday!", "Touch something that is your favorite color!", "Show a picture of your pet!". <p>Rule Charades <i>(Speaking/Listening)</i></p> <ul style="list-style-type: none">• In pairs, students act out a			
--	---	--	--	--

	<p>classroom rule (e.g., "Don't eat in class") without speaking.</p> <ul style="list-style-type: none">• Class guesses the rule in English. <p>Personal Information: Ss introduces themselves using previous knowledge and the vocabulary displayed on the board.</p> <p>ID Card: Ss. complete the ID card on the worksheet and share with the classmates.</p> <p>"Interview a Friend": Ss practice asking and answering questions about identity. Give students a list of basic questions: What's your name? Where are you from? What's your favorite place in your community? etc. Then, Ss work in pairs to ask and answer. Volunteers present their partner to the class: "This is Maria. She is from..."</p> <p>Find Someone Who: Ss. walk around the class and ask their partners about hobbies, favorite food,</p>			
--	---	--	--	--

	<p>subjects and activities that you and your family do in the community. Practicing Wh questions and Yes / No Questions.</p> <p>Listen and sing aloud: https://www.youtube.com/watch?v=vXWK1-L41f0</p> <p>"Question Ball" – WH & Yes/No Questions: Ss will toss a ball asking WH and yes or no questions. S answers, then tosses the ball to another student.</p> <p>"Write a Question!" – WH & Yes/No Questions: T hands out simple answer cards (e.g., "She is in the park."). Students write the correct WH-question ("Where is she?") or Yes/No question ("Is she in the park?").</p> <p>Identify and complete the grammar sentence: https://wordwall.net/es/resource/24157580/relative-pronouns</p>			
--	--	--	--	--

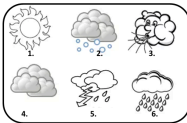


What is the Weather like?

Read and write.

Word Bank

cloudy sunny snowy rainy windy stormy



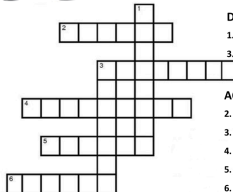
- a. What is the weather like in the picture number 1?
The weather is _____.
- b. What is the weather like in the picture number 2?
The weather is _____.
- c. What is the weather like in the picture number 3?
It is _____.

- d. What is the weather like in the picture number 4?
It is _____.
- e. What is the weather like in the picture number 5?
It is _____.
- f. What is the weather like in the picture number 6?
It is _____.



Days of the Week

Read and write.



DOWN

1. On _____ (week day 6) she goes to the park.
3. Sam studies English on _____ (week day 2).

ACROSS

2. Sam studies Art on _____ (week day 5).
3. Sam studies Math on _____ (week day 4).
4. On _____ (week day 3) Sam plays football.
5. Sam goes to school on _____ (week day 1).
6. Sam does her homework on _____ (week day 7).

Sam's Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
goes to school	studies English	plays football	studies Math	studies art	goes to the park	does her homework



Months of the Year

Read and write.

- How many months are there in a year? _____
- What is the first month? _____
- What is the last month? _____
- What month comes after February? _____
- What months does your school year start? _____
- What month is your birthday? _____
- What month do we celebrate Mother's day? _____
- What month do we celebrate Children's day? _____
- What is your favorite month? Why? _____
- When do we celebrate Christmas? _____



Ordinal and Cardinal Numbers

Read and write.

ten	eleventh	three	sixteen	tenth	twelve	fifteenth	four	ninth
two	third	nineteen	eight	fourth	Ordinal Numbers			
Cardinal Numbers								

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

1st.	11th.
2nd.	12th.
3rd.	13th.
4th.	14th.
5th.	15th.
6th.	16th.
7th.	17th.
8th.	18th.
9th.	19th.
10th.	20th.

twentieth	one	thirteen	six	sixth	fifth	eighteenth	five	seventeen
second	nine	twelfth	thirteenth	first	eight	eleven	seventeenth	
	twenty	seventh	fourteenth	fourteen	eleven			



Write the Word

Listen, write and spell.

Dictation

- | | | |
|----------|-----------|-----------|
| 1. _____ | 8. _____ | 15. _____ |
| 2. _____ | 9. _____ | 16. _____ |
| 3. _____ | 10. _____ | 17. _____ |
| 4. _____ | 11. _____ | 18. _____ |
| 5. _____ | 12. _____ | 19. _____ |
| 6. _____ | 13. _____ | 20. _____ |
| 7. _____ | 14. _____ | 21. _____ |



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

Achievement: Students will be able to understand and observe rules in the classroom, commands and use imperatives. They will act out commands and polite expressions in the classroom. Students will also identify different members of their community (e.g. different professions or jobs).

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"> Instructional Strategy: <ul style="list-style-type: none"> Show and Tell ▾ Word Wall ▾ Letter Writing ▾ Charades ▾ Realia Strategies ▾ Simon Says ▾ Activity Description: Identity Card Listening (Listening/Writing) <ul style="list-style-type: none"> The teacher reads a short profile: <i>"Her name is Ana. She was born in Monterrey. She used to play football..."</i> Students fill in an identity card. <p>1. Teacher's Profile Show & Tell</p>	<input type="checkbox"/> 📖 Textbook <input 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 type="checkbox"/> 🖍️ Realia <input checked="" type="checkbox"/> 🎮 Didactic Games	<input checked="" type="checkbox"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👥 Small group work <input type="checkbox"/> 👫 Pair work <input 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

	<ol style="list-style-type: none"> 1. Show a big poster or slide with your personal profile: <ul style="list-style-type: none"> o Name o Age o Birthday o Nationality o Favorite color o Favorite food o Favorite sport 2. Say each fact slowly while pointing to the words and pictures. 3. Example: <ul style="list-style-type: none"> o "Hello! My name is Mr. Lee. I'm 30 years old. My birthday is in July..." 4. After each sentence, ask a yes/no or choice question so students engage: <ul style="list-style-type: none"> o "Is my name Mr. Lee or Mr. Smith?" o "Is my birthday in July or December?" <p>Find the Question</p> <ol style="list-style-type: none"> 1. On the board, write your answers only: "Sofia – 25 – March – Mexico." 2. Ask: "What questions can 			
--	--	--	--	--

	<p>you ask me to get these answers?"</p> <ol style="list-style-type: none">Students try: "What's your name?", "How old are you?", "When is your birthday?", "Where are you from?"Model full Q&A aloud. <p>Hobby Show & Tell</p> <ol style="list-style-type: none">Bring real objects, pictures, or short video clips showing your hobbies (e.g., a guitar, a soccer ball, a book).Present in sentences:<ul style="list-style-type: none">"I like playing guitar.""I love reading books.""I don't like swimming."After each one, ask students to repeat the phrase, then do a quick thumbs-up/thumbs-down to check understanding. <p>Personal Info + Hobbies Mini-Story</p> <ol style="list-style-type: none">Tell a short story about yourself:			
--	--	--	--	--

	<ul style="list-style-type: none">○ "My name is Ana. I am from Mexico. I'm 26 years old. I like playing tennis on weekends and watching movies at night." <ol style="list-style-type: none">2. As you read, show pictures for each part.3. Pause to ask comprehension questions: "Where am I from?" "What do I like doing on weekends?" <p>Presenting Community Helpers</p> <p>Who Am I? Picture Reveal</p> <ol style="list-style-type: none">1. Show a big photo of a community helper covered by 4–6 sticky notes or puzzle pieces.2. Remove one piece at a time while giving hints:<ul style="list-style-type: none">○ "I help sick people."○ "I work in a hospital."○ "I wear a white coat."3. Students guess: "You are a doctor!"4. Confirm with the full sentence: "Yes, I am a			
--	---	--	--	--

	<p>doctor."</p> <p>Real-Life Props Show</p> <ol style="list-style-type: none">1. Bring or show images of job-related tools (e.g., a stethoscope, a hose, a police badge, books).2. Show one item and ask:<ul style="list-style-type: none">o "Who uses this?"o "Where do they work?"3. Model full answers: "A firefighter uses a hose. They work at the fire station." <p>Helper Map</p> <ol style="list-style-type: none">1. Display a simple town map with locations (school, hospital, police station, fire station, bakery, post office).2. Introduce each helper with 3 details:<ul style="list-style-type: none">o Name: "This is a teacher."o Workplace: "A teacher works at a school." <p><input type="checkbox"/> Task: "A teacher teaches students."</p>			
--	---	--	--	--

	<p>Presenting WH-Questions with Helpers</p> <p>WH-Question Match</p> <ol style="list-style-type: none">1. Write WH words on the board: Who, What, Where, When, Why, How.2. Give example questions related to community helpers:<ul style="list-style-type: none">○ Who helps sick people? → A doctor.○ Where does a firefighter work? → At the fire station.○ What does a chef do? → Cooks food.3. Underline the WH word in each example and say its meaning. <p>Mini Interview Demo</p> <ol style="list-style-type: none">1. The teacher acts as a community helper (wear a prop or hold a tool).2. Another student (or the teacher talking to themselves in two voices) asks:			
--	--	--	--	--

	<ul style="list-style-type: none"> ○ "What's your job?" ○ "Where do you work?" ○ "Why is your job important?" <p>3. Give the model full answers, repeating key vocabulary.</p> <p>Rule Poster Walk</p> <ol style="list-style-type: none"> 1. Prepare a large, colorful poster (or slides) with classroom rules written in short, clear sentences and paired with pictures or icons. <ul style="list-style-type: none"> ○ Example: "Raise your hand to speak." (Picture: student raising hand) 2. Read each rule aloud slowly. 3. Mime or act out the rule so students can guess the meaning before you explain. 4. After each one, ask a quick check question: <ul style="list-style-type: none"> ○ "Do we shout answers?" → "No!" ○ "Do we raise our 			
--	--	--	--	--

	<p>hands?" → "Yes!"</p> <p>Good vs. Bad Behavior Show</p> <ol style="list-style-type: none">1. For each rule, show two pictures or short videos — one showing the correct behavior, one showing the opposite.2. Ask: "Which is correct?" → Students point or say the answer.3. State the rule clearly: "We respect each other by listening." <p>Teacher Role-Play</p> <ol style="list-style-type: none">1. Act out a short scene twice — once breaking a rule, once following it.<ul style="list-style-type: none">○ Example: Walk into class, throw your backpack loudly → "Hmm, that's not respectful."○ Second time: Walk in calmly, greet the teacher → "This is respectful."2. After each, ask students to			
--	---	--	--	--

	<p>identify the rule.</p> <p>Symbol Match</p> <ol style="list-style-type: none">1. Show rule symbols/icons (e.g., no running, keep desk clean, no cell phones).2. Say the rule aloud and match it with the correct symbol on the board. <p>Repeat so students start associating words with images.</p> <p>Short Story with Rules</p> <ol style="list-style-type: none">1. Tell a simple classroom story about a "new student" who follows (or breaks) rules.<ul style="list-style-type: none">o "Maria came to class. She shouted at her friends while the teacher was talking... Is that okay?"2. Pause for student responses. <p>End each part with the correct rule stated clearly.</p> <p>Mini Reading – Our Class Rules (Reading)</p>			
--	---	--	--	--

	<ul style="list-style-type: none"> • Read a short illustrated list of classroom rules. • Highlight imperatives and match them to images. <p>Short Video Clip – School Etiquette <i>(Listening/Speaking)</i></p> <ul style="list-style-type: none"> • Watch a 1–2 min clip about school or community rules. • Answer WH questions: <i>"What rules do they follow? Which rules are similar to ours?"</i> <p>What is a community?: https://www.youtube.com/watch?v=wP_lbZSxhEs</p> <p>Community helpers: https://www.youtube.com/shorts/IN18VWps-ls</p> <p>"Find the Answer!" – WH Questions Practice: T will display a short paragraph with simple sentences about the classroom (e.g. "Tom goes to school at 8 a.m. He sits next to Anna. His favorite subject is math."), providing several Wh questions (Who goes to school at 8</p>			
--	---	--	--	--

	<p>a.m.¿ What is Tom's favorite subject?, etc.). The Ss will underline the correct answer for each Wh question.</p> <p>Daily Routine Comparison</p> <ul style="list-style-type: none">• Objective: Practice simple present and "used to" to compare current and past activities.• Activity: Students write or talk about their current daily routine using the simple present. Then, they describe how their routine was when they were younger, using "used to."• Example: Present: "I get up at 7 AM." Past habit: "I used to get up at 8 AM when I was 8 years old." <p>Family Profession Interview</p> <ul style="list-style-type: none">• Objective: Practice talking about family activities in simple present and use "used to" to talk about past professions or activities.• Activity: Students interview each other about what their			
--	---	--	--	--

	<p>parents or family members do at work (simple present) and if in the past they did other activities or jobs (used to).</p> <ul style="list-style-type: none">• Example: "My mom works as a teacher." "She used to work in a hospital." <p>Activity Chart and Sentence Creation</p> <ul style="list-style-type: none">• Objective: Differentiate habitual activities from past and present.• Activity: Provide students with a chart with pictures or words representing daily activities (for example: play soccer, watch TV, study, cook). They must organize the activities to talk about what they do now and what they used to do before, forming sentences with simple present and "used to."• Example: <p>Present: "I play soccer every Saturday."</p> <p>Past: "I used to play soccer on</p>			
--	--	--	--	--

	<p>Sundays."</p> <p>Daily Routine Comparison</p> <ul style="list-style-type: none">• Objective: Integrate vocabulary with grammar.• Activity: Students draw a scene representing their daily life or that of their family and then describe it using the simple present. Afterwards, they describe how those activities used to be before with "used to."• Example: "This is my sister. She studies every afternoon." "She used to play the piano when she was younger." <p>Simon Says - Classroom Rules Edition</p> <ul style="list-style-type: none">• Play a game of "Simon says" but use classroom rule instructions:<ul style="list-style-type: none">• "Simon says, raise your hand."• "Simon says, be quiet."• "Touch your nose if you come to class on			
--	---	--	--	--

time." (No Simon says
→ don't do it

"Stand Up If..." – Rules & Yes/No: T says a sentence aloud: "Stand up if you always say 'please' and 'thank you.'"
Students listen and respond physically. Vary using both correct and incorrect behaviors ("Stand up if you shout in the classroom.") to promote discussion.


ALL ABOUT Justin McCarthy
Write your name here
GRAPHIC ORGANIZER

JUST THE FACTS
I am 10 years old and I am in 5th grade.
My teacher is Mr. Rodriguez.
The members of my family are Mom, Dad, Dash, Maddie, and our cat, Sox.
Some of my friends are Gary, Joseph, Martin, and Isabella.
My birthday is October 18.

A FEW OF MY FAVORITE THINGS
Subject: writing
Food: pepperoni pizza
Sport: soccer and baseball
Song: Hotel California
Movie: The Incredibles

AWESOME ACTIVITY
One thing I love to do is: make comic books!

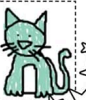
MY HERO
One person who inspires me is: my dad because he taught me how to play ball!

PICTURE PERFECT

Caption: This is a picture of my mom took of me in our living room.

BEST BOOK
My favorite book of all time is: Stuart Little by E.B. White.

DID YOU KNOW?
Something you might not know about me is: I am left-handed.

MY MINI-AUTOBIOGRAPHY
Write a few sentences about your life here.
I was born in New York City. When I was one, I moved to Baltimore, Maryland. When I was six, I got my cat named Sox. She was abandoned and sick, but we gave her a home. I like to play the guitar and want to be a rockstar when I grow up. My best friend is my twin brother named Dash. We play on a soccer team together. Last year we won the Championship. That was awesome!



WH-QUESTIONS

WHO

is a person or animal



WHAT

is a thing or an action



WHERE

is a place



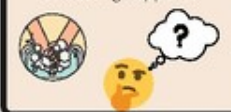
WHEN

is a time



WHY

is the reason something happened



Examples:

Who...saves people from a fire?
What...do people use to write?
Where...do kids go to learn?
When...do people eat breakfast?
Why...do people wash their hands?

© 2015 BY SALLY STEIN

Teacher



Helps us learn new skills.

Firefighter



Protects us from danger and fire.

Dentist



Keeps our teeth healthy.

Garbageman



Collects our trash.

Farmer



Helps grow our food.

Veterinarian



Keeps our pets healthy.

Crossing Guard



Helps kids cross the street.

Construction Worker



Builds houses and buildings.

Doctor



Heals our bodies and helps us feel better.

Police Officer



Keeps us safe.

Librarian




Helps us find great books.

Mailman









Helps deliver our mail.

				
--	---	--	--	--

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

Achievement: Students will be able to actively participate in speaking, reading, writing and listening activities applying unit vocabulary and expressions, demonstrating clear pronunciation and appropriate use of language in familiar contexts. Work reinforcing understanding of language learned through this stage.

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	<ul style="list-style-type: none"> Instructional Strategy: <div>TPR ▾</div> <div>Reading Comprehensi... ▾</div> <div>Role Playing ▾</div> 	<input type="checkbox"/> 📚 Textbook <input type="checkbox"/> 📓 Notebook <input type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids	<input checked="" type="checkbox"/> 🏠 Whole Group <input type="checkbox"/> 👥 Small group work	<input type="checkbox"/> Rubrics (projects, presentations,

<p>Structure</p> <p><input checked="" type="checkbox"/>  Speaking</p>	<p>Find Someone Who ▾</p> <p>Simon Says ▾</p> <p>Memory Game ▾</p> <p>Prompts ▾</p> <ul style="list-style-type: none"> Activity Description: <p>Find My Match – Personal Information + WH Questions</p> <ol style="list-style-type: none"> Give each student a card with either a question or an answer. <ul style="list-style-type: none"> Questions: “What’s your name?”, “Where are you from?”, “When is your birthday?” Answers: “I’m Alex.”, “I’m from Mexico.”, “My birthday is in June.” Students walk around the room asking questions until they find their matching partner. Teacher monitors, helping with pronunciation and question forms. After finding matches, pairs practice saying the Q&A to 	<p>(Poster, flashcards, chats, etc.)</p> <p><input checked="" type="checkbox"/>  Digital Resources (websites, apps, videos, etc.)</p> <p><input type="checkbox"/>  Realia</p> <p><input type="checkbox"/>  Didactic Games</p> <p>“Make a Rule” Poster Creation: In groups, ss create posters illustrating an important social rule, explaining why it is necessary to observe it.</p>	<p><input checked="" type="checkbox"/>  Pair work</p> <p><input type="checkbox"/>  Individual work</p>	<p>role play, performance)</p> <p><input type="checkbox"/> Checklists</p> <p><input checked="" type="checkbox"/> Observation guides</p> <p><input type="checkbox"/> Quizzes</p> <p><input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.)</p> <p><input type="checkbox"/> Unit Exams</p>
--	--	---	--	---

	<p>the class.</p> <p>Question Carousel – Community Helpers</p> <ol style="list-style-type: none">1. Put pictures of different community helpers around the room (doctor, firefighter, teacher, police officer, baker, mail carrier).2. Students move in pairs from picture to picture. At each station, they ask and answer:<ul style="list-style-type: none">○ “Who is this?” → “This is a firefighter.”○ “Where does he/she work?” → “At the fire station.”○ “What does he/she do?” → “He/She puts out fires.” <p>The teacher circulates, prompting full sentences.</p> <p>Rule Sorting – Classroom Rules</p> <ol style="list-style-type: none">1. Give students a set of small cards with short sentences or			
--	--	--	--	--

	<p>pictures showing behaviors.</p> <ul style="list-style-type: none"> Examples: "Raise your hand to speak." / "Shout in class." <p>2. In pairs, students sort them into Follow the Rule vs. Break the Rule piles.</p> <p>The teacher checks answers and asks students to read one example aloud with "We should..." or "We shouldn't..."</p> <p>Interview Chain – Personal Info + Community Helpers</p> <ol style="list-style-type: none"> The teacher assigns each student a community helper role (e.g., nurse, chef, teacher). Students walk around interviewing each other: <ul style="list-style-type: none"> "What's your name?" "What's your job?" "Where do you work?" "Why is your job important?" The teacher models first, then guides students during exchanges to ensure correct 			
--	---	--	--	--

	<p>grammar.</p> <p>Teacher Says – Rules Version</p> <ol style="list-style-type: none">1. Play like “Simon Says,” but as “Teacher Says.”2. Use rule-based actions: “Raise your hand,” “Be quiet,” “Open your book,” “Don’t run.”3. Sometimes they give the command without saying “Teacher says” — students must not move.4. The teacher pauses to reinforce the rule in full sentences after tricky rounds. <p>WH-Question Board Race – Mixed Themes</p> <ol style="list-style-type: none">1. Draw two columns on the board: Questions / Answers.2. The teacher calls out a topic: <i>Personal Info</i>, <i>Community Helper</i>, or <i>Classroom Rule</i>.3. Students race in teams to write a correct WH-question and its matching answer.			
--	---	--	--	--

	<ul style="list-style-type: none">○ Topic: Personal Info → "Where are you from?" / "I'm from Canada."○ Topic: Community Helper → "What does a firefighter do?" / "He puts out fires."○ Topic: Classroom Rule → "When should we be quiet?" / "When the teacher is talking." <p>Memory Game – Rules & Actions <i>(Reading/Speaking)</i></p> <ul style="list-style-type: none">● Match a card with the rule ("Respect others") to a card with a drawing of the action.● Say the rule aloud when matched. <p>Unscramble the Rules <i>(Reading/Writing)</i></p> <ul style="list-style-type: none">● Jumbled words: "in / eat / class / don't" → Don't eat in class.● Students race in pairs to			
--	---	--	--	--

rewrite correctly.

Role Play – Giving Instructions

(Speaking/Listening)

- In pairs, one student is a teacher giving rules, the other follows them.
- Switch roles after 1 minute.

Ss. describe Ma. Lorena using some adjectives on page 15.

<https://youtu.be/tWn6NDvtyXg?si=1aecrZkegdNbDMd>



“Parts of the City”:

<https://www.youtube.com/watch?v=EsWIJj04oQw>

“Parts of the City II”:

<https://www.youtube.com/watch?>

[v=73t85FVRiDs](#)

"My favorite place": Ss write 3 sentences about a favorite place: "My favorite place is the park. I go there with my friends. We play soccer." T encourages students to include who, what, and why.

"Different rules for different places": T. will provide a list of places in the community; Ss, working in pairs, will write several rules that must be followed in those places (e.g. "You need to be quiet in the library.", "You can't run at the pool", etc.)

Classroom Rules Sorting Activity







- Mix up the phrases on cards and ask students to sort them into categories:
 - *Respect and Politeness* (e.g., respect others, be polite, use kind words)
 - *Classroom Behavior* (e.g., be quiet, pay attention, don't fight)
 - *Classroom*

	<p><i>Responsibilities (e.g., bring materials, do homework, come on time).</i></p> <p>Create a Classroom Poster</p> <ul style="list-style-type: none"> As a group or class project, students write or paste the classroom rules on a big poster with drawings. Use simple sentences or keywords. Hang the poster in the classroom as a reminder. 			
--	--	--	--	--

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

Achievement: Students will independently apply unit vocabulary related to rules, norms in the classroom and the community and use imperatives and commands to complete worksheets and textbook activities. This stage supports language autonomy and comprehension as students prepare to finalize their project.





Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<input type="checkbox"/> 🎧 Listening <input checked="" type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> ✍️ Writing & Language	<ul style="list-style-type: none"> Instructional Strategy: <div>TPR ▾</div> <div>Reading Comprehensi... ▾</div> <div>Letter Writing ▾</div> 	<input type="checkbox"/> 📚 Textbook <input type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input type="checkbox"/> 👁️ Visual Aids	<input type="checkbox"/> 🏠 Whole Group <input type="checkbox"/> 👥 Small group work	<input type="checkbox"/> Rubrics (projects, presentations,

<p>Structure</p> <p><input checked="" type="checkbox"/>  Speaking</p>	<p>Crossword Puzzle ▾</p> <p>Role Playing ▾</p> <p>Charades ▾</p> <p>Find Someone Who ▾</p> <p>Fill in the Blanks ▾</p> <ul style="list-style-type: none"> Activity Description: <p>Infographic – My Identity (Writing/Reading/Speaking)</p> <ul style="list-style-type: none"> Students create a colorful infographic with their personal info, hobbies, and past habits. Include at least 5 sentences in the simple past using “used to.” <p>My Personal Profile Card</p> <ol style="list-style-type: none"> Give students a blank “profile card” with prompts: <ul style="list-style-type: none"> Name: _____ Age: _____ Birthday: _____ Country: _____ Favorite hobby: _____ Students fill in the card using full sentences. Optional extension: draw a 	<p>(Poster, flashcards, chats, etc.)</p> <p><input type="checkbox"/>  Digital Resources (websites, apps, videos, etc.)</p> <p><input type="checkbox"/>  Realia</p> <p><input type="checkbox"/>  Didactic Games</p>	<p><input checked="" type="checkbox"/>  Pair work</p> <p><input checked="" type="checkbox"/>  Individual work</p>	<p>role play, performance)</p> <p><input checked="" type="checkbox"/> Checklists</p> <p><input checked="" type="checkbox"/> Observation guides</p> <p><input type="checkbox"/> Quizzes</p> <p><input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.)</p> <p><input type="checkbox"/> Unit Exams</p>
--	---	---	---	--

	<p>self-portrait in the corner.</p> <p>WH-Question Crossword</p> <ol style="list-style-type: none">1. Provide a crossword puzzle where the clues are WH-questions.<ul style="list-style-type: none">o Across: "What is your favorite color?"o Down: "Where do you live?"2. Students write the short answers in the crossword spaces. <p>My Interview Script</p> <ol style="list-style-type: none">1. Give students a list of 6–8 WH-words (Who, What, Where, When, Why, How).2. Students write one question for each WH-word about personal information.3. Then, they write their own answers below each question.4. Example: Q: Where do you live? A: I live in Mexico City. <p>Fill-in-the-Blank Dialogue</p> <ol style="list-style-type: none">1. Provide a short dialogue			
--	---	--	--	--

	<p>with blanks:</p> <ul style="list-style-type: none">○ A: Hi! What's your name?○ B: My name is Carla.○ A: _____?○ B: I'm 12 years old. <p>2. Students fill in missing WH-questions or answers based on context.</p> <p>My Interview Script – Helpers / Family</p> <ol style="list-style-type: none">1. Students imagine they are interviewing a community helper.2. Write one WH-question for each WH-word (Who, What, Where, When, Why, How).3. Write possible answers in full sentences.4. Example:<ul style="list-style-type: none">○ Q: What do you do?○ A: I help people when they are sick. <p>Illustrated List – Our Class Rules <i>(Writing/Speaking)</i></p> <ul style="list-style-type: none">● Students design an illustrated coexistence			
--	--	--	--	--

	<p>agreement with at least 8 rules in imperative form.</p> <p>Delay Writing – Rules Dictation (Listening/Writing)</p> <ul style="list-style-type: none"> The teacher reads the rules slowly. Students remember and write them after a short delay. <p>"Rule Charades": T. will provide strips of paper with different rules written on them. A student picks a rule (e.g., "Don't talk during the lesson.") and acts it out. The rest of the class guesses using questions: "Are you shouting?", "Is it about being quiet?"</p> <p>"Community Helper Cards": T. will provide cards with short, simple texts (2-3 sentences) about jobs or community members. Ss read and match each description to a picture or job title.</p> <p>"Find Someone Who... ": T. reads out statements: "Find someone who lives near a school," "Find</p>			
--	---	--	--	--

	<p>someone who walks to school.</p> <p>Students walk around asking classmates questions until they find matches.</p> <p>“My Life in 5 Sentences”: Ss write 5 sentences: name, age, where they live, who they live with, favorite place nearby.</p> <p>They can share with a partner or post on the wall.</p> <p>-T asks ss to open their books and answer some exercises about the unit.</p> <p>-T. provides worksheets and guides ss to answer them.</p> <div><p>Brainstorming</p><div><div> Say</div><div> Write</div><div> Play</div></div><p>subjects</p><div></div><p>hobbies</p><div></div><p>food</p><div></div><p>occupations</p><div></div></div> 			
--	---	--	--	--

Personal Information

 Read and  write.

All about me	
Photo	First name
	Surname/last name
Date of birth	
Nationality	Gender
Place of birth	Age
Telephone	Favorite subject
Favorite Activity	Favorite color
Favorite food	
Teacher's signature	



Interview a Classmate

 Read,  ask and  write.

Photo

1. What's your name? _____
2. How old are you? _____
3. What is your address? _____
4. How many brothers and sisters do you have? _____
5. What's your favorite subject? _____
6. What is your favorite hobby? _____

7. What is your favorite food? _____
8. What are three adjectives that describe you? _____
9. What do you like to do on the weekends? _____
10. Name something you're excited to learn this school year? _____



WH Questions

 Read,  write,  match and  say.

Note: We use "Wh questions" when we look for specific information.



1. We use _____ to ask about a reason.
2. We use _____ to ask about choices.
3. We use _____ to ask about people.
4. We use _____ to ask about time.
5. We use _____ to ask for information.
6. We use _____ to ask about places.
7. We use _____ to ask about process, manner.

- a. when
- b. who
- c. what
- d. how
- e. where
- f. why
- g. which










- Why is important to do exercise?
- How old are you?
- Where do you live?



WH Questions

 Look,  read and  match.

- | | |
|------------|---|
| 1. When • | • a. time is it?  |
| 2. Who • | • b. are you crying?  |
| 3. What • | • c. one do you want?  |
| 4. How • | • d. is your birthday?  |
| 5. Where • | • e. are my glasses?  |
| 6. Why • | • f. is your best friend?  |
| 7. Which • | • g. old are you?  |



Find the Answer! – WH Questions

 Look,  read,  write and  color.

Tom goes to school at 8 a.m.
He sits next to Anna.
His favorite subject is math.
He likes to draw on the board.
Tom always listens to the teacher.



1. What time does Tom go to school? _____
2. Who sits next to Tom? _____
3. What is Tom's favorite subject? _____
4. What does Tom like to do on the board? _____
5. Who does Tom listen to? _____



Fill in the WH Question Word

 Look,  read and  write.

*Fill in the blank with the correct question word (Who, What, When, Where, Why, How).

Word Bank

Who What When Where Why How

1. _____ did you use to play after school?
2. _____ did your mom work when she was younger?
3. _____ did your family move to a new house?
4. _____ did your dad use to work with?
5. _____ did you like to eat for breakfast?
6. _____ did your parents use to live?



Who am I? Audio Puzzle:

Look, listen and practice.

Word Bank

Police officer Firefighter Doctor Nurse Teacher Chef Pilot
Mechanic Engineer Artist Farmer Carpenter



Match the WH Questions to the Answers

Look, read and match.

Match the questions (Column A) with the correct answers (Column B).

Column A	Column B
1. Where did your dad work?	a. She worked in a hospital.
2. What did you do on weekends?	b. I used to play soccer.
3. Who did your mom work with?	c. He worked in a restaurant.
4. When did your family move?	d. They lived in the city.
5. Why did you stop playing piano?	e. Because I was busy with school.



Complete the Questions

Look, read and write.

*Complete the questions and answer about yourself or your family.

1. Did you use to watch tv (watch TV) after school?

Answer: _____

2. Did your dad _____ (work) in a restaurant before?

Answer: _____

3. Did your family _____ (live) in another city?

Answer: _____

4. Did your mom _____ (teach) when she was younger?

Answer: _____

5. Did you _____ (play) video games last weekend?

Answer: _____



Yes/No Questions Card Game

Look, cut, read and play.





- Prepare cards with yes/no questions like the examples below.
- Students take turns picking a card and asking the question to a partner.
- The partner answers "Yes, I did" or "No, I didn't."
- Then, they switch roles.

Did you use to have a pet?	Did your mom work in a school?	Did you play soccer last weekend?
Did your family live in the countryside?	Did your dad cook dinner yesterday?	Did your mom buy fruits at the market?
_____?	_____?	_____?

Classroom Rules

Look, read and write.

*Choose from the rule bank and write the correct rule under the image.

Raise your hand to talk or ask a question - Don't use your phone in class No eating in the classroom - Listen to your teacher			
 1. _____	 2. _____	 3. _____	 4. _____

Match the Rule to the Picture

Look, read and match.

- Respect others.
- Raise your hand when you want to participate.
- Be quiet when others speak.
- Use kind words.
- Don't use cell phones in class.
- Bring your classroom materials.
- Be polite.
- Come to class on time.



Classroom Rules

 Look,  read and  write.

Our Classroom Rules

1. _____
2. _____
3. _____
4. _____
5. _____

I promise to try my best to follow our classroom rules to help everyone learn, be sage and grow. I know there will be consequences good and bad for following or breaking rules.

Student signature _____

Parent signature _____

Teacher signature _____



Complete the Sentences

 Read and  complete.

1. Always raise your _____ when you want to participate.
2. Please be _____ to your classmates and teacher.
3. Don't use _____ in class.
4. Remember to bring your classroom _____.
5. Speak _____ as much as possible in class.
6. Be _____ when others are speaking.
7. Do your _____ every day.
8. It's important to _____ others.
9. _____ to the teacher.
10. Keep your classroom _____.

Word Bank

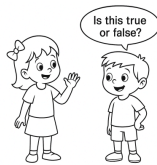
respect
hand
polite
cell phones
clean
homework quiet
Listen
materials
English



Complete True or False

 Read and  complete.

1. You should talk loudly while your teacher is speaking. _____
2. You have to raise your hand before talking. _____
3. Using cell phones is allowed during lessons. _____
4. It's polite to say "please" and "thank you." _____
5. You should come to class on time. _____
6. Eating snacks is allowed anytime in class. _____
7. Keep your classroom clean. _____
8. Speak English as much as possible. _____



Read and complete.

Sort the Rules

1. Don't fight.

2. Use kind words.

3. Pay attention to all classes.

4. Be polite.

5. Bring your classroom materials.

6. Raise your hand when you want to participate.

7. Do your homework.

8. Be quiet when others speak.

9. Don't use cell phones in class.

10. Keep your classroom clean.

11. Come to class on time.



12. Respect others.

Respect and Politeness	Classroom Behavior	Classroom Responsibilities

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

Achievement: Students will be able to integrate key vocabulary and language structures learned throughout the unit by participating in small, meaningful practice activities. They will demonstrate understanding by applying these skills in speaking, listening, reading, and writing tasks that prepare them to present their final project.

Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<input checked="" 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"> Instructional Strategy: <ul style="list-style-type: none"> TPR ▾ Reading Comprehensi... ▾ Letter Writing ▾ Find Someone Who ▾ Presentation ▾ Activity Description: <ul style="list-style-type: none"> My Community Helper Profile Card 	<input type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input 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 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 checked="" type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <input checked="" type="checkbox"/> Quizzes

	<ol style="list-style-type: none"> 1. Give students a blank "helper card" with prompts: <ul style="list-style-type: none"> o Job title: _____ o Workplace: _____ o Tools used: _____ o What they do: _____ o Why the job is important: _____ 2. Students choose one community helper and fill in the card in full sentences. 3. Optional: draw or paste a picture of the helper. <p>Find Someone Who...</p> <ol style="list-style-type: none"> 1. Give students a short grid with prompts like: <ul style="list-style-type: none"> o Find someone who was born in January. o Find someone whose favorite sport is soccer. o Find someone who has a brother or sister. 2. Students walk around asking classmates WH-questions: 	<input type="checkbox"/>  Realia <input checked="" type="checkbox"/>  Didactic Games		<input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.) <input checked="" type="checkbox"/> Unit Exams
--	---	---	--	---

- "When is your birthday?"
 - "What's your favorite sport?"
3. They write names in the boxes until they complete the sheet.

Hot Seat – Personal Info Edition

1. One student sits in the "hot seat" facing the class.
2. Class asks WH-questions about personal information (teacher can limit to 1 question per student).
3. The student must answer as quickly as possible.
4. Switch students every 1–2 minutes.

Pass the Question

1. Students sit in a circle.
2. One student asks a WH-question to the person on their right.
3. That person answers, then asks a different WH-question to the next person.
4. Continue around the circle

	<p>until everyone has participated.</p> <p>Two Truths & a Lie – Past Habits <i>(Speaking/Listening)</i></p> <ul style="list-style-type: none"> • Students say three sentences about their childhood, two true, one false. • Class guesses which is the lie. <p>Exit Ticket – Sentence Completion <i>(Writing)</i></p> <ul style="list-style-type: none"> • “One thing I learned about giving rules is...” • “One rule I think is important for our class is...” <p>Spelling Race – Rules Vocabulary <i>(Speaking/Writing)</i></p> <ul style="list-style-type: none"> • The teacher calls out a word (“respect”, “agreement”), and groups race to write it correctly on the board. <p>Ss listen (and read) to a video to get familiar with information about a female runner known worldwide.</p>			
--	--	--	--	--

<https://www.youtube.com/watch?v=6EP278TbfpM>



"Community rules and laws":

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

"Walk Around & Listen" –

Community Places": T will post 4–6 pictures of community places (school, park, store) around the room. T. will read short sentences aloud (e.g., "You buy food here."), and students walk to the correct image.

"My Community Roleplay" –

Community Focus: Ss choose a community helper (e.g., nurse, shopkeeper).

Walk around and "visit" each other: "Hello! What do you do?"

	<p>"I am a nurse. I help sick people."</p> <p>They can ask/answer questions about jobs independently.</p> <p>"My Community Jobs" – Community Focus: T. will provide strips of paper (job descriptions), place cards (library, fire station, etc.). Ss read the job descriptions independently: "I help people when there's a fire.", then, they will match it to the correct place: "Fire station." written on the board.</p> <p>Final Project Rehearsal: Allow students to create an infographic about identity to share with your classmates and create an illustrated list of rules to establish coexistence agreements. Provide guidance and feedback focusing on vocabulary use, sentence structure, and clarity.</p> <p>Project Presentation Day: Have students present their final project individually or in small groups. Presentations can include showing posters, reading simple sentences, or explaining their work</p>			
--	--	--	--	--

	<p>with support.</p> <p>-T asks WH questions.</p> <p>-T asks a few yes/no questions: Do you remember how to use...?</p> <p>Would you like to review...?</p> <p>-T will use videos, audios, or any other resource to reinforce the achievements.</p> <p>-T can use the book to review the unit vocabulary.</p>			
--	---	--	--	--