



INSTRUCTIONAL GUIDE 1ST GRADE MIDDLE SCHOOL 2025-2026

UNIT 1

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| GRADE | 1st Grade Middle School ▾ |
| PERIOD | 1st Period ▾ |
| UNIT | 1 ▾ |
| TERM | September 29th - October 31st |
| TOTAL OF SESSIONS | 5 weeks |
| LEARNING OBJECTIVE | Students will be able to participate in simple communicative interactions to introduce themselves in formal and informal contexts, understanding and providing basic personal information. |

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| NEM | Project | "My individual and collective identity" (Pages. 20-27) "Art and healthy living" (Pages 10-19) |
| | Product | Mural representing the different ways of being a teenager. Artistic Show |
| | Content | The use of English as a medium for expressing sensations, emotions, feelings, and ideas related ... ▾ Cultural, linguistic, and artistic expressions in English that promote intercultural understanding. ▾ |

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| | | Linguistic diversity and its forms of expression in Mexico and around the world. ▾ |
| | LDP (Learning Development Process) | Retrieves and organizes information to deliver oral and written presentations in English that des... ▾ Demonstrates the use of the English alphabet, numbers, and basic expressions to identify and r... ▾ Retrieves messages in English that promote a healthy lifestyle and share them orally or in writing... ▾ |
| | Articulating Axes | Inclusion ▾ Cultural appropriation through reading and writing ▾ Arts and aesthetic experiences ▾ |

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|--------------------|------------------|--|
| CEFR SKILLS | Listening | PRE A1. Ss can understand simple words and phrases, like "excuse me", "sorry", "thank you", etc. Ss can understand numbers. PRE A1. Ss can understand basic greetings and leave taking, like "Hello", "good bye", "good morning", etc. PRE A1. Ss can understand simple personal questions when people speak slowly and clearly. (e.g. "What's your name?", "How old are you?", "What's your address?") PRE A1. Ss can understand words and short sentences, provided that people speak very slowly and very clearly. |
| | Reading | PRE A1. Ss can recognise names, words and phrases I know and use them to understand very simple sentences if there are pictures. PRE A1. Ss can understand simple forms well enough to give basic personal details (e.g., name, address, date of birth). PRE A1. Ss can understand words and phrases on everyday activities in everyday situations. |

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| | <p>PRE A1. Ss can understand simple messages written by friends or colleagues.</p> <p>A2 SS can understand words and phrases on everyday activities.</p> |
| Writing | <p>PRE A1. Ss can write about themselves and where they live, using short, simple phrases.</p> <p>PRE A1. Ss can understand how to give the most important information about themselves (name, surname, date of birth, nationality).</p> <p>A2. SS can write simple sentences about themselves, for example where they live and what they do.</p> |
| Speaking | <p>PRE A1. Ss can give personal information (address, telephone number, nationality, age, family, and hobbies).</p> <p>PRE A1. Ss can very simply describe themselves and their families.</p> <p>A2. SS can describe where they live.</p> <p>A2. SS can describe what they like and what they don't like (for example with regard to sports, music, school, colours).</p> <p>A2. SS can use simple words to describe something, (for example its size, shape or colour).</p> |
| Grammar | <ul style="list-style-type: none"> ● Subject pronouns (I, you, we, they, she, it, he) Can use the pronouns 'I', 'you', 'he', 'she', 'it', 'we' and 'they' in the subject position before a verb in statements. ● Can use the linking verb 'be'. (I am a student, She is my friend, We are 14 years old) ● Verb to be for personal information (affirmative, negative interrogative) yes-no questions (Am I a student? Yes I am - Are they at school? No, they are not) ● Uses interrogative clauses with 'be'. (How are you? Are you Mexican?) ● WH questions to ask for personal information (using verb to be: "What is your name?" "Where are you from") ● Use of Simple Present tense to express likes and dislikes (Introduce third person singular present simple , affirmative and negative (like/love / be good at "Tere is good at Math") ● Can form simple affirmative declarative clauses. ("I study at Venustiano Carranza Middle School") - ● Can use simple present in affirmative and negative sentences ● Can use possessive determiner 's' with singular or plural nouns. ("My friend's name is Luis) ● Simple Present tense to express daily habits and routines to talk about leisure activities: "I play |

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| | | <p>soccer on Tuesdays", "I eat breakfast in the morning)</p> <ul style="list-style-type: none"> ● Introduce auxiliary do-does for Y/N questions (Do I/you/we/they draw? No, I/you/we/they don't // Does he/she/it study? Yes, he/she/it does) |
| | <p>Vocabulary</p> | <ul style="list-style-type: none"> ● School subjects ● Formal greetings: Hello! How are you doing? Good morning! Good afternoon! Good evening! ● Informal greetings: What's up? Hi! Hey! Howdy! How are you doing? ● Formal farewells: Goodbye! See you later! Have a nice day! See you soon! Good night! ● Informal farewells: Bye! Bye bye! See ya! Have a good one! Take care! Catch you later! Cheers! ● Hobbies and leisure activities (ride a bike, eat out, play videogames, meet friends, have fun, to play soccer, to read, to draw, to listen to music, to play the __, to watch movies, to go on social media) ● Nouns to express likes-dislikes (include school subjects "I like Math") ● Verbs to express daily routines (Eat, Play, Sleep, Write, Read, Drink, Go, Dance, Speak, Listen) ● Verbs to talk about healthy habits and routines (cook, dance, go, use, teach, exercise, know, teach, study, so, make) ● Time expressions (in the morning, in the afternoon, in the evening) Frequency expressions (everyday, once a week, on Mondays, on weekends, every morning) ● Frequency expressions (everyday, once a week, on Mondays, on weekends, every morning) ● Alphabet ● numbers cardinal and ordinal (zero-15 /15th) ● colors ● school objects ● sports ● seasons weather ● possessive adjectives |

Strategies and Activities

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

Achievement: Ss will be able to identify greetings and the way to present personal information including preferences.

| Skill | Instructional Strategy / Activity Suggestions | Resources | Classroom Interactive Patterns | Assessment |
|--|---|---|---|--|
| <ul style="list-style-type: none"> <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"> Context Clues ▾ Word Association ▾ Prompts ▾ *Activities description: (3 sessions) 1. Ss watch a video about "introducing yourself" VIDEO 1 and identify greeting vocabulary. 2. Brainstorming: Ss say likes and dislikes, ages in the group, favorite food and color. 3. T asks Ss to bring a photo to introduce themselves, T introduces pronouns using the verb to be, (e.g. I am | <ul style="list-style-type: none"> <input type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet WORKSHEET 1. <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) VIDEO 1. 📺 English Spe... <input type="checkbox"/> 🎨 Realia <input type="checkbox"/> 🎲 Didactic Games <input type="checkbox"/> worksheet | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 🏠 Whole Group <input type="checkbox"/> 👥 Small group work <input type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work | <ul style="list-style-type: none"> <input type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input checked="" type="checkbox"/> Checklists SESSIONS 1,2,3 <input 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 |

Carlos, I like Mexican food, I don't like bananas, I am 12 years old, etc.)

4. Random Photos:

T shows a picture and asks Wh questions. e.g. Who is he? He is Juan. How old are you? What is your favorite food / subject/ color/ activity?

Ss choose a picture at random and then identify who the person is.

5. Ss look at an ID card (poster displayed on the board) where they have to identify key words (First name, surname/ last name, date of birth, place of birth, nationality, gender, age, telephone, photo, favorite activity, favorite subject, favorite food, favorite color, teacher's signature).

[WORKSHEET 1.](#)

Personal Information



Read and



Write your personal information

All about me

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

2

6. Ss complete elements of the personal information (e.g. Name - Juanita, age - 13, etc).

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

Achievement : Ss will be able to recognize personal pronouns with the verb to be, then, they will be able to identify action words that describe what people do in their daily life.

| Skill | Instructional Strategy / Activity Suggestions | Resources | Classroom Interactive Patterns | Assessment |
|--|--|---|---|--|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input type="checkbox"/> 🖋️ Writing & Language Structure <input type="checkbox"/> 🗣️ Speaking | <ul style="list-style-type: none"> • Instructional Strategy: <ul style="list-style-type: none"> Find Someone Who ▾ Flashcards ▾ Fill in the Blanks ▾ *Activities description: (6 sessions) 7. Ss have a choral repetition activity with the whole class. (or use a poster or drawings) Practice listening to the song. VIDEO 2. 8. T Introduces third person singular, present simple, affirmative and negative (like/love / be good at, "Tere is good at Math"). Ss practice pronouns and using short expressions. Select the corresponding "verb to be" to its personal pronoun by looking at labels on the board. (e.g. I ____ a | <ul style="list-style-type: none"> <input type="checkbox"/> 📖 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet WORKSHEET 2. WORKSHEET 3. <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) VIDEO 2. <input type="checkbox"/> 🎨 Realia <input type="checkbox"/> 🎲 Didactic Games | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👥 Small group work <input type="checkbox"/> 👫 Pair work <input type="checkbox"/> 👤 Individual work | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) SESSIONS 7,8,9 <input type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides SESSIONS 4,5,6 <input type="checkbox"/> Quizzes Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exams |

student, She ___ a teacher,
Juan and Maria ___
Mexican.) At the end, Ss
read each sentence out
loud.

9. Ss (volunteers) infer the image that belongs to a present simple sentence that describes it. (e.g. She sleeps comfortably, they read fables, he eats healthy, he plays soccer, she drinks water, he writes a letter) This can be done on the board or by interchanging flashcards and labels.
10. Ss perform the verbs used in the last activity (e.g. Eat, Play, Sleep, Write, Read, Drink, Go, Dance, Speak, Listen) through charades games (Ss take verbs from a box and mimic them). After that, they can have a spelling activity.
11. Ss complete some simple present sentences with the correct verb to recognize actions in some images.

[WORKSHEET 2.](#)

Simple Present Actions:
What do they do?



Verbs: eat, play, sleep, write, read, drink, go, dance, speak, listen


1. We _____ a book.
2. You _____ water.
3. I _____ soccer.
4. I _____ in my bed.
5. You _____ a letter.
6. You _____ to music.
7. I _____ at the party.
8. I _____ to school.
9. You _____ dinner.
10. I _____ English.



3

12. Ss play “find someone who...”, Ss go around the classroom asking the questions in the list, Ss register names and answers from their classmates.




WORKSHEET 3.



1st Grade
Unit 1


Activity 3

Find someone who

 Discuss and
  Check
  in each question

Instruction: Fill the chart in the following table by finding the answers from your classmates.











| Question | Classmate's Name | Classmate's Answer |
|---------------------------------|------------------|--------------------|
| What is your name? | | |
| Where do you live? | | |
| What is your favorite food? | | |
| What is your favorite subject? | | |
| What is your favorite color? | | |
| What is your favorite activity? | | |








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STAGE 3: Level Up (Practice with guidance) Introduce grammar, vocabulary, and the communicative task. Establish the context/problem.

Achievement: Ss will be able to ask and answer about personal information and will describe what they do during the day.

| Skill | Instructional Strategy / Activity Suggestions | Resources | Classroom Interactive Patterns | Assessment |
|--|---|--|---|--|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/>  Listening <input checked="" type="checkbox"/>  Reading <input checked="" type="checkbox"/>  Writing & Language Structure | <ul style="list-style-type: none"> • Instructional Strategy: <ul style="list-style-type: none"> <li style="background-color: #ffe0b2; border-radius: 5px; padding: 2px;">Read-Aloud ▾ <li style="background-color: #ffb3b3; border-radius: 5px; padding: 2px;">Context Clues ▾ <li style="background-color: #b3d9ff; border-radius: 5px; padding: 2px;">Role Playing ▾ | <ul style="list-style-type: none"> <input type="checkbox"/>  Textbook <input checked="" type="checkbox"/>  Notebook <input checked="" type="checkbox"/>  Worksheet <li style="text-align: center;">WORKSHEET 4. <input checked="" type="checkbox"/>  Visual Aids | <ul style="list-style-type: none"> <input checked="" type="checkbox"/>  Whole Group <input type="checkbox"/>  Small group work <input checked="" type="checkbox"/>  Pair work | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubrics <li style="text-align: center;">SESSIONS <li style="text-align: center;">13,14,15 (projects, presentations, |

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| <input checked="" type="checkbox"/>  Speaking | <p><u>*Activities description:</u> (6 sessions)</p> <p>13. Ss play "Who is this?", Ss see some flashcards about famous people, animals or objects and answer using pronouns (e.g. She is Beyonce, he is Spiderman, it is a monkey, etc).</p> <p>14. Ss practice simple questions and answers: What's your name? My name is _____ What's your last name? My last name is _____ Where are you from? Im from Ramos Arizpe How old are you? Im 14 years old What do you do? I'm a student What's your gender? I'm female What's your telephone number? My telephone number is _____</p> <p>15. Ss in pairs practice role play with the simple questions in the previous exercise, with a classmate and vice versa.</p> <p>16. Ss watch a video about</p> | <p>(Poster, flashcards, chats, etc.)</p> <input checked="" type="checkbox"/>  Digital Resources (websites, apps, videos, etc.) VIDEO 3. <input type="checkbox"/>  Realia <input type="checkbox"/>  Didactic Games | <input type="checkbox"/>  Individual work | <p>role play, performance)</p> <input type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides SESSIONS 10.11.12 <input type="checkbox"/> Quizzes <input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exams |
|--|---|--|--|---|

daily routines and say out loud what activities they can recognize in the video.

VIDEO 3.

17. Ss complete a worksheet about daily routines using wordbank and images.

WORKSHEET 4.

COAHUILA
1st Grade
Unit 1

Activity 4

Daily routines

Look Match and Complete

Verbs: go, wake up, get, watch, go, have, wash, brush, do, clean.

- I _____ to school 8 a.m.
- I _____ up at 7 a.m.
- I _____ dressed after breakfast.
- I _____ book.
- I _____ videos on the cellphone for one hour.
- I _____ to bed at 9 p.m.
- I _____ breakfast at 7:30 a.m.
- I _____ my face in the morning.
- I _____ my homework at 3 p.m.
- I _____ my teeth everyday.

18. Introduce auxiliary do - does for Y/N questions (Do I/you/we/they draw? No, I/you/we/they don't // Does he/she/it study? Yes, he/she/it does).

19. Ss practice a conversation about daily routines:

A: Hi Tom! How are you?

B: Hello Marce, I'm doing great!

A: I want to know about your daily routines...

B: Oh, sure! Ask me!

A: What do you do in the morning?

B: I get up, I have breakfast, and I go to school at 7 a.m.

A: And what do you do in the afternoon?

B: I do homework and I play with my friends.

A: And what do you do in the evening?

B: I take a shower and I go to bed at 8 p.m.

A: Oh, your routine is interesting!

B: Yes, thank you.

A: I have to go, see you tomorrow!

B: Good bye, friend!

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

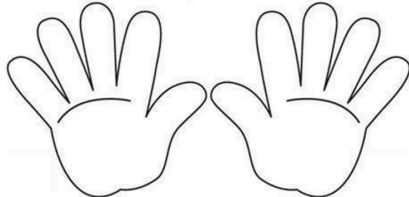
Achievement Objective: Students will be able to classify greetings and farewells, use expressions to describe what they like or not like to do, will be able to construct their own conversation to ask and give information about daily routines.

| Skill | Instructional Strategy / Activity Suggestions | Resources | Classroom Interactive Patterns | Assessment |
|---|--|---|---|--|
| <ul style="list-style-type: none"> <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"> Delayed Reading Aloud ▾ Delayed Copy ▾ Bingo ▾ <p><u>*Activities description:</u> (6 sessions)</p> <p>20. Ss identify formal and informal greetings and farewells, and then, Ss complete a hand diagram. WORKSHEET 5.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet WORKSHEET 5 <input type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input type="checkbox"/> 🎨 Realia <input checked="" type="checkbox"/> 🎮 Didactic Games | <ul style="list-style-type: none"> <input type="checkbox"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👥 Small group work <input type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work | <ul style="list-style-type: none"> <input type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides SESSIONS 16,17,18 <input checked="" type="checkbox"/> Quizzes SESSIONS 19,20,21 <input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exams |

Greetings and farewells

Color. Green hand for formal and red hand for informal

Cut Label



| Greetings | | Farewells | |
|----------------------------------|------------------|--|------------------|
| Formal | Informal | Formal | Informal |
| Hello! | What's up? | Goodbye! | Bye! |
| How are you doing? | Hi! | See you later! | Bye-bye! |
| Good morning! (12am to 12pm) | Hey! | Have a nice day! | See ya! |
| Good afternoon! (12pm to 7pm) | What's going on? | See you soon! | Have a good one! |
| Good evening! (7pm to 12am) | How you doing? | Good night! (only when you say goodbye at night) | Take care! |
| | Sup? | | Catch you later! |
| | Howdy? | | Cheers! |

21. Ss practice delayed reading and delayed copying with daily routines, T reads a sentence aloud. Ss wait 3–5 seconds, then repeat it from memory.

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| | <p>22. Ss practice "chain drill" speaking in a circle by taking turns asking and answering questions about daily routines. One student begins by saying what they do at a certain time of day. For example; A: Mary, what do you do in the morning? B: I take a shower... Luis , what do you do in the afternoon? C: I have lunch</p> <p>23. Ss create a bingo card (3x3, 9 squares) where Ss fill with nine different foods, hobbies or leisure activities, colors and subjects. Ss play bingo.</p> <p>24. Ss use the bingo card to ask classmates using yes / no questions. A: Do you like Math? B: Yes, I do.</p> <p>25. Ss create bar graphs including classmate likes according to their received answers.</p> | | | |
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STAGE 5: Reality check / wrap it up (Reflect and apply learning) Evaluate learning, reflect, and share final products.

Achievement: Students will be able to give personal information, they will write about themselves, likes and dislikes in an artistic and creative way.

| Skill | Instructional Strategy / Activity Suggestions | Resources | Classroom Interactive Patterns | Assessment |
|-------|---|-----------|--------------------------------|------------|
|-------|---|-----------|--------------------------------|------------|

- 🎵 Listening
- 📖 Reading
- 📝 Writing & Language Structure
- 🗣️ Speaking

• Instructional Strategy:

Creative Writing ▾

Presentation ▾

Show and Tell ▾

*Activities description:

(3 sessions)

26. Ss design their self-presentation in social media profiles, including their first name, surname/ last name, date of birth, place of birth, nationality, gender, age, telephone, photo, favorite activity, favorite subject, favorite food, favorite and color inspired on Instagram/facebook profile. T models a self profile.
27. Ss participate in creating a social grid with their social media profile, Ss stick on their social profile and introduce themselves to the class.
28. Ss assess their presentation and their peers', and reflect on how they could improve it.

- 📖 Textbook
- 📓 Notebook
- 📄 Worksheet
- 👁️ Visual Aids (Poster, flashcards, chats, etc.)
- 💻 Digital Resources (websites, apps, videos, etc.)
- 🖍️ Realia
- 🎲 Didactic Games

- 🏠 Whole Group
- 👥 Small group work
- 👫 Pair work
- 👤 Individual work

- Rubrics (projects, presentations, role play, performance)
- [**SESSIONS 22.23.24**](#)
- Checklists
- Observation guides
- Quizzes
- Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.)
- Unit Exams

