



INSTRUCTIONAL GUIDE 2ND GRADE MIDDLE SCHOOL 2025-2026

GRADE	2nd Grade Middle School ▾
PERIOD	1st Period ▾
UNIT	1 ▾
TERM	September 29th to October 31th
TOTAL OF SESSIONS	5 weeks
LEARNING OBJECTIVE	Ss will be able to communicate their understanding of diversity through character identification and greetings, using present simple and present continuous verb tenses for accurate descriptions.

NEM	Project	"You, Me, Us... Portraits as Reflections of Other Worlds"
	Product	Use portraits to promote healthy community life and dissolve discrimination Create and implement a campaign to promote a culture of peace (against violence), and respectful relationships with others.
	Content	Aesthetic features and literary resources of the English language. ▾ The use of English as a medium for expressing sensations, emotions, feelings, and ideas related ... ▾

		<p>The use of English in cultural and artistic activities to foster an inclusive society ▾</p> <p>Artistic and cultural manifestations within the English language ▾</p>
LDP (Learning Development Process)		<p>Conducts interviews in English to gather opinions about emotions, feelings, and ideas related t... ▾</p> <p>Selects an artistic or cultural expression and shares it in English using various artistic elements an... ▾</p> <p>Researches, reflects, and presents in English on alternative and superlative communication syst... ▾</p> <p>Identifies and explains the use of expressions, elements, and aesthetic resources in cultural and... ▾</p>
Articulating Axes		Inclusion ▾
		Arts and aesthetic experiences ▾
		Cultural appropriation through reading and writing ▾

CEFR SKILLS	Listening	<p>PRE A1. Ss can understand simple words and phrases, like "excuse me", "sorry", "thank you", etc.</p> <p>PRE A1. Ss can understand simple personal questions when people speak slowly and clearly.</p> <p>PRE A2. Ss can understand people if they speak very slowly and clearly about simple everyday topics.</p> <p>PRE A2. Ss understand short descriptions of current activities if it's spoken very slowly and clearly.</p>
	Reading	<p>PRE A1. Ss can recognize names, words and phrases; know and use them to understand very simple sentences if there are pictures.</p> <p>PRE A1. Ss can understand simple forms well enough to give basic personal details</p> <p>PRE A1. Ss can understand words and phrases on everyday activities</p> <p>A2. Ss can recognize daily situations, words and phrases. Ss know and use them to understand very simple sentences.</p> <p>A2.. Ss understand short descriptions of current activities.</p>

	Writing	<p>PRE A1. Ss can write about themselves and where they live, using short, simple phrases.</p> <p>A2. Ss can write simple sentences about themselves, for example where they live and what they do.</p> <p>A2. Ss can write in a simple way, basic questions and answers about what they and others do currently.</p>
	Speaking	<p>PRE A1. Ss can give personal information.</p> <p>PRE A1. Ss can very simply describe themselves and their family.</p> <p>PRE A1. Ss can describe where they live.</p> <p>PRE A1. Ss can describe what they like and what they don't like.</p> <p>PRE A1. Ss can interact in a simple way, asking and answering basic questions about what they do currently.</p> <p>PRE A1. Ss can express their current actions in everyday situations.</p>
	Grammar & Language Structure	<ul style="list-style-type: none"> ● Review of simple present (verb "to be" and action verbs) and present progressive to ask and answer WH questions ● Personal pronoun (I, you, he, she it, we, they) ● Review of verbs like, dislike, love and hate ● Review of Wh question in simple past: "What skills did you acquire to reduce violence in your community?". "What challenges did you face in this project?"
	Vocabulary	<ul style="list-style-type: none"> ● Vocabulary related to therapeutic portraiture: portrait, artist, design, masterpiece, light effect, shadows, gallery, photographer/Psychology, therapeutic, tool, techniques,patients, altruistic) ● Vocabulary related to materials for artistic creation: oil and watercolor, paint, modeling clay, chalk, yarn etc. ● Verbs in the project (to talk about discrimination): understand, run, beg, walk, try, look, ask, chase, ignore, suffer , lack ● Greetings around the world: Hello, Ciao, Bonjour, Ni -hao, Konnichiwa, Guten -Tag ● Verbs, simple form and gerund: look, eat, write,read, dance,listen, sleep, drink, play, run, speak, think, cook, wear, love, like, don't like, hate

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 around the world and the grammatical structures to present their personal information.































Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 🎵 Listening <input type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 🖋️ Writing & Language Structure <input type="checkbox"/> 🗣️ Speaking 	<ul style="list-style-type: none"> • Instructional Strategy: <ul style="list-style-type: none"> Watch a video ▾ Listen and repeat ▾ Creative Writing ▾ <p><u>Activities description:</u></p> <ol style="list-style-type: none"> 1. T. review greetings and farewells, formal and informal. 2. Ss watch the video "Self Introduction" Myself "English Speaking" and Ss use structures to present themselves. VIDEO 1. 3. Ss recognize the different greetings around the world and locate the country of each one in a world map to fill the worksheet. 	<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, board, flashcards, chats, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) VIDEO 1. VIDEO 2. <input type="checkbox"/> 🎨 Realia <input type="checkbox"/> 🎮 Didactic Games 	<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 checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) SESSIONS 1, 2, 3 <input type="checkbox"/> Checklists <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

COAHUILA
2nd Grade
Unit 1

Worksheet 1

Hello! Around the world

Match the greetings with the correct nationality.

1. Hello!		<input type="checkbox"/> Japan	
2. Ni hao!		<input type="checkbox"/> USA	
3. Bonjour!		<input type="checkbox"/> Germany	
4. Konnichiwa!		<input type="checkbox"/> Thailand	
5. Annyeong!		<input type="checkbox"/> Russia	
6. Ciao!		<input type="checkbox"/> China	
7. Guten-tag!		<input type="checkbox"/> Kenya	
8. Hallo!		<input type="checkbox"/> United Arab Emirates (UAE)	
9. Moinmoin!		<input type="checkbox"/> Korea	
10. Namaste!		<input type="checkbox"/> Hawaii	
11. Xin chao!		<input type="checkbox"/> France	
12. Sawadee khal!		<input type="checkbox"/> Spain	
13. Zdravstvuyte!		<input type="checkbox"/> Vietnam	
14. Jambai!		<input type="checkbox"/> India	
15. Aloha!		<input type="checkbox"/> Italy	

2

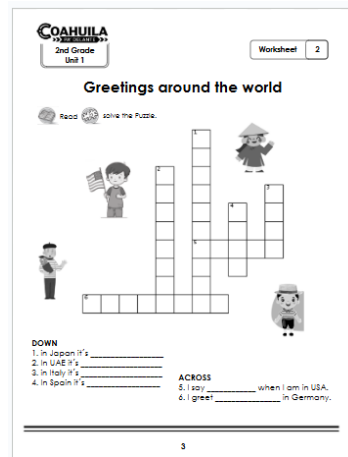
WORKSHEET 1 , VIDEO 2.

4. Ss write in their notebooks each greeting from the last class using the example on board:
 “Good morning, my name is Luis, I’m from **Hawaii**, and I greet with an **Aloha**” + 1 personal sentence: “Good morning, my name is Luis, I’m from **México**, and I greet with an **Hola**” (16 sentences in total).

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

Achievement: Ss will be able to recognize and use verbs in the simple present and present continuous tenses, applying them to action words that showcase cultural diversity.

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 type="checkbox"/> 🗣️ Speaking 	<ul style="list-style-type: none"> • Instructional Strategy: <ul style="list-style-type: none"> Crossword Puzzle ▾ Charades ▾ Set a purpose ▾ <p><u>Activities description:</u></p> <p>5. Ss recognize some different greetings around the world to their corresponding country. In pairs complete WORKSHEET 2.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 📖 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet WORKSHEET 2. WORKSHEET 3. WORKSHEET 4. WORKSHEET 5. <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) VIDEO 3. <input type="checkbox"/> 🎨 Realia <input type="checkbox"/> 🎮 Didactic Game WORKSHEET 2. 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input checked="" type="checkbox"/> Checklists SESSIONS 7,8,9 <input checked="" type="checkbox"/> Observation guides SESSIONS 4,5,6 <input type="checkbox"/> Quizzes <input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exams <input type="checkbox"/> Multiple choice



then in group, share and compare answers.

Ss choose 6 different greetings to create their own crossword in their notebook.

6. Ss watch a video and complete a comparative chart on board about Present Simple and Present continuous. [VIDEO 3](#). Ss copy the chart on notebooks.
7. Ss listen to the song "We Are Young"-MIKA & Red One, they identify and underline in red the verbs in simple present form and underline in blue the verbs written in present continuous form.

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2nd Grade
Unit 1

Worksheet 3

Let's sing!

Read Underline in red the verbs in simple present and in blue the verbs in present continuous form.

We Are Young - MEA & RedDie		
[Chorus] We are young, we are strong We're not looking for where we belong We're not easy, we are free And we're turning with blood on our knees	[Verse 1] We are young, we are strong We're not looking for where we belong We're not easy, we are free And we're turning with blood on our knees	[Pre-Chorus] We are young, we are strong We're not looking for where we belong We're not easy, we are free And we're turning with blood on our knees
[Verse 2] I could change the world, I can make it better Even if we are down, take a chance on me	[Chorus] We are young, we are strong We're not looking for where we belong We're not easy, we are free And we're turning with blood on our knees	[Bridge] What do you think about it? Are you thinking of somebody else? Are you thinking what we might do? Are you thinking of you or of me?
[Verse 3] I could change the world, I can make it better Even if we are down, take a chance on me	[Chorus] We are young, we are strong We're not looking for where we belong We're not easy, we are free And we're turning with blood on our knees	[Chorus] We are young, we are strong We're not looking for where we belong We're not easy, we are free And we're turning with blood on our knees

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WORKSHEET 3.

8. Ss play charades (Ss take verbs from a box and mimic them) with the verbs from the last activity (looking, eating, writing, reading, dancing, listening, sleeping, drinking, playing, running, speaking, thinking, cooking). After that, Ss can have a spelling activity.
9. Ss observe a poster of actions on the board. Then, they listen to a sentence and volunteers color the action they hear (Eat-Eating, Play-Playing, Sleep-Sleeping, Write-Writing, Read-Reading,


Drink-Drinking,
Dance-Dancing,
Speak-Speaking,
Listen-Listening,
Look-Looking, Run-Running,
Think-Thinking,
Cook-Cooking).

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Unit 1

Worksheet 4

What are they doing?

Look Point Color



- He is looking- Color red
- He is eating- Color blue
- She is writing- Color yellow
- She is reading- Color green
- They are standing- Color orange
- He is listening- Color purple
- He is sleeping- Color pink
- She is drinking- Color brown
- He is playing- Color gray
- He is running- Color black
- They are speaking- Color baby pink
- He is thinking- Color baby blue
- They are cooking- Color beige

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WORKSHEET 4.

10. Ss look in pairs or small groups, at some pictures with labels where students classify them. They paste the label next to the corresponding descriptor. And they write 6 complete statements to describe these characters. (using is and has).

How do they look like?

Look Cut Glue



- She is plump
- She is _____
- She is _____
- She is _____
- She has _____
- She has _____
- She _____

- He is plump
- He is _____
- He is _____
- He is _____
- He has _____
- He has _____
- He _____

long hair	short	round face	slim	Hawaiian
child	tall	plump	is dancing	apple
short hair	oval face	adult	is listening	French

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

Achievement: Ss will be able to connect the simple present, present continuous, and adjectives to extract and express information related to diversity.

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"> Reading Comprehensi... ▾ Sentence Scramble ▾ Mimic game ▾ <p><u>Activities description:</u></p> <p>11. Ss play "Who is this?", Ss look at some flashcards about people around the world, and answer using the present continuous form. (e.g. Who is this? This is Amani. What is she doing? She is eating rice) <u>FLASHCARDS.</u></p> <p>12. Ss unscramble sentences and glue them in your notebook correctly.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 📖 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <u>WORKSHEET 6.</u> <u>WORKSHEET 7.</u> <u>WORKSHEET 8.</u> <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input type="checkbox"/> 🎨 Realia <input type="checkbox"/> 🎮 Didactic Games 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 🏠 Whole Group <input type="checkbox"/> 👥 Small group work <input checked="" type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) <u>SESSIONS 13.14.15</u> <input type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <u>SESSIONS 10.11.12</u> <input type="checkbox"/> Quizzes <input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exams

COAHUILA
2nd Grade
Unit 1

Worksheet 6

Unscramble sentences

Read Cut Glue

1	long	She	has	hair.	
2	short	is	The	girl	
3	round	He	face.	has	a
4	The	slim	is	dancer	
5	Hawaiian.	He	is		
6	child	playing.	The	is	
7	That	is	tall.	man	
8	has	cheeks.	plump	She	
9	She	dancing.	is		
10	short	He	hair.	has	
11	is	oval	pretty.	Her	face
12	is	The	adult	working.	
13	French.	She	is		

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WORKSHEET 6.

13. Ss play a "Miming Game" in two teams, taking a paper from a box. (e.g. He is dancing, He is looking, He is eating, She is writing, She is reading, They are dancing, He is listening, He is sleeping, She is drinking, He is playing, He is running, They are speaking, He is thinking, They are cooking).
14. T. encourage the Ss to gesture the phrases " I like.. I hate.. I love.. I am good at.. " etc.

15. Ss read information of people from different countries and guess where the person is from. Ss create an “intercultural paragraph” with their own information, following the same structure.

WORKSHEET 7.



Worksheet 7

Who is this?

Read Match and Write

My name is **Liam**. I'm 14 years old. I have medium length hair. I am tall and slim. I like to eat pizza and hamburger. I love to play football with my family but I hate soccer. I am studying English and I love taking photographs.
Country: _____

My name is **Dao**. I am 15 years old. I have long hair. I am short and plump. I like to eat pad thai and massaman curry. I love to dance with my boyfriend. I practice Muay Thai and I don't like shopping clothes.
Country: _____

An nyeong! My name is **Dong-hyun**. I am 12 years old. I have long hair. I am average height and skinny. I like to eat kimchi but I don't like kimbap. I love to sing in karaokes and taekwondo.
Country: _____

Marhaban! My name is **Khalid**. I am 13 years old. I have short hair. I am tall and well-built. I wear ghutra everyday. I like to eat shawarma and falafels. I love practicing sandboarding and reading about desert.
Country: _____



16. Ss practice running reading. They move around the classroom to read short texts or sentences written in their

notebooks. Afterwards, they copy the sentences on the board in a descriptive paragraph. This task is based on what they do and what they like (using simple present and likes).

17. Ss read a text about diversity and do a drawing representing what they understood. "Let's meet some people from different places and see what they are doing!"

WORKSHEET 8.



Worksheet 8

"Let's meet some people from different places and see what they are doing!"



First, look at her. She has **long hair** and a kind smile. Next to her, a little girl, who is very **short**, is playing with a ball. And over there, a friendly man with a **round face** is laughing loudly. Do you see the dancer? She is incredibly **slim** and moves with such grace.

They are in a tropical place. He is **Hawaiian**, maybe ready to surf the big waves. Close by, a happy **child** is building a sandcastle on the beach. Then, we spot a very **tall** man helping someone reach a high shelf. And there's a lovely lady with **plump** cheeks, offering a warm hug.

Right now, someone is **dancing** funny music in the park! Nearby, another person has neat **short hair** and is reading a book. Look at her beautiful **oval face**; she's wearing a colorful hat. An **adult** is working on a computer, very focused.

Finally, we see him. He is **listening** to music with headphones on, enjoying every beat. And across the street, she is **French**, sipping coffee at a small cafe.



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

Achievement: Students will be able to describe diverse characters from a specific country, focusing on greetings and descriptions using the present simple and present continuous tenses.

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"> Prompts ▾ Presentation ▾ Realia Strategies ▾ • Activity Description: <p>18. Ss read some sentences written on paper strips, and identify the action words to classify them in: simple present or present continuous (e.g. Some people greet each other with a bow, Many cultures dance with specific</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <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 checked="" 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 type="checkbox"/> Observation guides <input checked="" type="checkbox"/> Quizzes SESSIONS 16.17.18 <input type="checkbox"/> Graphic organizers: (Concept maps , Mind maps,











	<p>rhythmic movements, Individuals from different countries eat with unique utensils, People are sharing their traditional foods at the festival, Children are learning different dances from around the globe, Travelers are exploring new customs and ways of life).</p> <p>19. Ss create a first draft where they will describe people using visual cues (catrina or pumpkin) and vocabulary that reflects a cultural trait related to each person's country selected. Two volunteers fill information with a chart posted on the board (Student's name, country, character, materials) and at the end everybody copy the information on notebooks.</p> <p>20. Ss create an infographic of the country they previously selected by highlighting key aspects: greetings and description of the character using present simple and present continuous.</p>			<p>Venn Diagrams, etc.)</p> <p><input type="checkbox"/> Unit Exams</p> <p><input checked="" type="checkbox"/> Peer Evaluation</p> <p><u>SESSIONS</u> <u>19,20,21</u></p>
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	<p>21. Ss present their infographic and evaluate their classmates' presentations in teams of 6. They provide meaningful feedback through a peer evaluation.</p> <p>22. Ss create the identification card (name of the portrait, personal information, likes and dislikes, a brief description of it and the materials they used), select information from the infographic and take in consideration their peer evaluation).</p> <p>23. Ss create their portraits using realia, AI, etc. Considering the aspects of the identification card.</p>			
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STAGE 5: Reality check / wrap it up (Reflect and apply learning) Evaluate learning, reflect, and share final products.

Achievement: Ss will be able to demonstrate their understanding of diversity by identifying key characteristics and performing greetings, using the present simple and present continuous tenses to describe their chosen characters.

Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading	<ul style="list-style-type: none"> Instructional Strategy: <input type="text" value="Presentation"/> 	<input type="checkbox"/> 📚 Textbook <input type="checkbox"/> 📓 Notebook	<input checked="" type="checkbox"/> 🏠 Whole Group	<input type="checkbox"/> Rubrics (projects,

<ul style="list-style-type: none"> <input checked="" type="checkbox"/>  Writing & Language Structure <input checked="" type="checkbox"/>  Speaking 	<p style="text-align: center;"> Manipulatives Material ▾ Show and Tell ▾ </p> <p><u>Activities description:</u></p> <p>24. Ss set up the exhibition using their portraits, identification cards, and realia (special location around the school).</p> <p>25. Ss stick on their social profile and present their portraits to the rest of the class and to some special guests such as parents, Ss from other groups, teachers, etc.</p> <p>26. Ss assess their presentation and reflect on how they could improve it.</p>	<ul style="list-style-type: none"> <input type="checkbox"/>  Worksheet <input checked="" type="checkbox"/>  Visual Aids (Poster, flashcards, chats, etc.) <input type="checkbox"/>  Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/>  Realia <input type="checkbox"/>  Didactic Games 	<ul style="list-style-type: none"> <input type="checkbox"/>  Small group work <input type="checkbox"/>  Pair work <input checked="" type="checkbox"/>  Individual work 	<p>presentations, role play, performance)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Checklists <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 <input checked="" type="checkbox"/> Self-Assessment <p style="text-align: center;"> <u>SESSIONS</u> <u>22,23,24</u> </p>
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