



INSTRUCTIONAL GUIDE 1ST GRADE MIDDLE SCHOOL 2025-2026

UNIT 2

GRADE	1st Grade Middle School ▾
PERIOD	2nd Period ▾
UNIT	2 ▾
TERM	November 10th - December 19th
TOTAL OF SESSIONS	6 weeks -18 sessions
LEARNING OBJECTIVE	<p>Students will be able to understand short descriptions and instructions, give directions, interpret texts, maps, and schedules, and produce clear and coherent descriptions for each location.</p> <p>Students will create a city brochure presenting different places with locations, directions, times, schedules, and recommended activities</p>

	Project	"The Amazing World Of Coral Reefs" (From Projects and readings book, Pages 28-35)
	Product	Brochure Presentation schedule of places in the community

NEM	Content	<p>The use of English as a medium for expressing sensations, emotions, feelings, and ideas related ... ▾</p> <p>Identity and culture of English-speaking communities ▾</p> <p>Linguistic diversity and its forms of expression in Mexico and around the world. ▾</p> <p>The use of English in creating messages that promote inclusion ▾</p>
	LDP (Learning Development Process)	<p>Participates in language games in English to express sensations, emotions, feelings, and ideas r... ▾</p> <p>Retrieves and organizes information to deliver oral and written presentations in English that des... ▾</p> <p>Demonstrates the use of the English alphabet, numbers, and basic expressions to identify and r... ▾</p> <p>Conducts research using various English-language sources to identify the characteristics of mes... ▾</p>
	Articulating Axes	<p>Inclusion ▾ Critical interculturality ▾ Arts and aesthetic experiences ▾ Critical thinking ▾</p>

CEFR SKILLS	Listening	<p>PRE A1: Ss can understand simple everyday topics when being spoken very slowly and clearly.</p> <p>PRE A1: Ss can recognize the flight number in short, clear and simple messages at international airports.</p> <p>A2: Ss can recognize spare time situations, words and phrases.</p> <p>A2: Ss can understand short, clear and simple messages and conversations of people talking about spare activities, hobbies, likes and dislikes.</p>
	Reading	<p>PRE A1: Ss can recognize daily situations, words and phrases.</p> <p>A2: Ss can understand in everyday situations what others do on holidays and different seasons of the year and how often.</p> <p>A2: Ss can find the most important information in advertisements, information leaflets, webpages.Ss can understand clear instructions.</p>

	<p>Writing</p>	<p>PRE A1: Ss can write their daily routines. A2: Ss can write orders, simple directions and instructions, e.g. explain how to get somewhere.</p>
	<p>Speaking</p>	<p>PREA1: Ss can use and understand simple numbers in everyday conversations (for example in prices or telephone numbers). PRE A1: Ss can answer the phone, give their name and answer very simple questions. A2: Ss can handle most everyday situations, while shopping, eating out and checking travel times. A2: Ss can give and ask for directions around the city.</p>
	<p>Grammar</p>	<ul style="list-style-type: none"> ● Ask and answer questions using the verb "like" in simple present: "Do you like to have free time?", "What do you like to do in your free time?" ● Use linking words "but /and" I like to play videogames but I don't like to skate ● Frequency adverbs with verb "to be" and with action words (affirmative, negative and interrogative sentences) "She is always ready to play", "She is not always ready to do homework", "Is she always ready to take a test?" She often plays videogames in the evening " She does not always play videogames in the morning", "Does she always play videogames in the morning?" ● Present simple with adverb really ("I really like to study", "I really don't like to swim", "Do you really like fish?") ● Adverbs and adverb phrases: types and meanings ● Adverbs as modifiers from place, complement ('here', 'there') Learn the comparative form of adjectives: "The seaside is quieter than the city", A building is taller than a house, "The city is noisier than the mountain" etc. ● List of regular verbs simple form, past and past participle ● There is/There are to describe things in a place: "The are many buildings in the city", "There are many shells by the seaside
	<p>Vocabulary</p>	<ul style="list-style-type: none"> ● Vocabulary for leisure activities (have free time, play _____, stay in bed, go out with friends, ride a bike, skate, go out with friends, ● Places to visit on vacation and the things you can find and do in each place: the seaside, the mountain, the desert, the city etc

		<ul style="list-style-type: none"> ● Adjectives to talk about places: big, small, quiet, noisy, interesting, modern, hot, busy, tall, expensive, etc. ● Introduce irregular comparatives: better, worse than ● Vocabulary to talk about the weather , seasons ● Vocabulary for travelling ● Cardinal and ordinal numbers from 20-30 (30th) ● Tell the time : o'clock, half past, and a half, a quarter past, a quarter to example; I go to school at six and a half (6:30) / The birds museum in Saltillo opens from ten o'clock to six o'clock (10:00am- 6:00pm)
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Strategies and Activities















The five stages in this Instructional Guide represent the progression of the project and its sessions. Each session naturally integrates the moments of our class (Warm-up, Introduction, Development, and Wrap-up) through the suggested activities within every stage.

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

Suggested Time Frame: November 10th-14th

Achievement: Students will be able to identify and describe touristic places in the city, talk about common activities, and use simple vocabulary to share information through short texts and basic conversations. They will also talk about daily activities and tell the time related to visiting these places.

Skill	<input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 📝 Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking
Resources	<input checked="" type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/>  Worksheet <input type="checkbox"/>  Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/>  Digital Resources (websites, apps, videos, etc.) <p>Places around the town watch and identify the places</p> <p> Places Around Town English Vocabulary Game</p> <p>Parts of the city</p> <p> Parts of the City I - Vocabulary for Kids</p> <p>There is /there are</p> <p> LEARN ENGLISH WITH CONVERSATION - THERE IS AND THERE ARE</p> <p>There is a small cinema /There are lots/ there are a few</p> <p> PLACES IN THE CITY There is /There are</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Audios <p> MS AUDIOS 1ST GRADE U2</p> <ul style="list-style-type: none"> <input type="checkbox"/>  Realia <input type="checkbox"/>  Didactic Games
<p style="text-align: center;">Classroom Interactive Patterns</p>	<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
<p style="text-align: center;">Assessment</p>	<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 type="checkbox"/> Quizzes <input type="checkbox"/> Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

TPR ▾ Listening and drawing ▾ Context Clues ▾ Fill in the Blanks ▾ Sentence Scramble ▾
Bingo ▾ Find Someone Who ▾ Simon Says ▾

*Activities description:

Session 1

Conversation Practice

- T encourages SS to sing the number chant . T writes examples of statements using numbers on the board and models pronunciation.
- T models a short dialogue with a volunteer asking and giving information regarding age, date of birth and telephone number.
- T has Ss practice dialogue in pairs. T has some volunteers to present their conversation to the rest of the class.

Places Around Town

- The teacher encourages students to watch a video about *Places Around the Town* and asks simple comprehension questions such as, "What place is this?" or "Is it a supermarket?" Students answer using short responses like "Yes, it is" or "No, it isn't."
- After watching, students work in their notebooks to draw four different places mentioned in the video. Then, in pairs, they use their drawings to practice short conversations, asking and answering about the places and pointing to the images. For example:
 - A: Is it a supermarket?
 - B: No, it isn't. It's a park.
- The teacher monitors and provides feedback on pronunciation and accuracy.
- T invites a few pairs to present one of their short dialogues to the class, asking and answering about a place in their drawings.

Word Wall – "Places Around Town"

Create a word wall with visuals (park, supermarket, museum, library). Students add drawings or magazine cutouts and label them.

Session 2

The City and the Seashore

- T presents a short text titled *"The City and the Seashore."* Students read the text individually and quickly underline or circle all the words that refer to entertainment places, such as shops, cinemas, and restaurants.
- T shows students a list of six contrasting adjectives (*busy, quiet, noisy, peaceful, exciting, relaxing*) and asks them to draw lines connecting the pairs of opposite words.
- Ss complete a chart using information from the text, where they draw, label, and describe the places mentioned.
- In pairs, they discuss their favorite place using the model: *"I like the ___ because it is _____"* To reinforce reading fluency and memory, the teacher writes a complete sentence on the board and gradually erases one or more words each time, encouraging students to keep reading it correctly from memory.
- Finally, students write a Sentence Chain in their notebooks, beginning with *"I go to school. I feel [emotion] with my friends."* They add one sentence about family or home and another about their community or friends, linking a place or person to an emotion (e.g., *"I am in the park. I feel relaxed."*).

Simon Says – "At the City!"

A TPR game: "Go to the park," "Visit the library," "Swim at the pool." Helps connect action verbs with places.

Session 3

What time is it?

- T shows Ss a clock and several examples of business hours for familiar places such as a library, coffee shop, supermarket, and bank.
- Students work together to match each activity with the correct time.
- Ss create their own clocks out of cardboard and practice saying the time aloud while moving the clock hands, interacting by asking and answering questions about the time. Ss solve the activity What time is it? The teacher connects these times to real-life situations by asking questions such as What time does the corner shop open? to activate prior knowledge.
- T shows pictures of common places like a supermarket, park, restaurant, or cinema, and models sentences such as "The restaurant opens at twelve o'clock" and "The museum closes at six o'clock." Ss practice asking and answering questions like

“What time does the supermarket open?” and “What time does the bank close?” using a chart with different opening and closing times. In pairs, they create short dialogues and write a few sentences about their own routines, for example, “I go to the park at five o'clock.” To wrap up, the class plays a game called “Guess the Place,” where the teacher or students give time clues and others guess the place. This final activity reinforces vocabulary, telling time, and speaking skills.

Bingo – “Places & Adjectives”

Create bingo cards mixing adjectives (quiet, busy, noisy) and place names. The teacher calls combinations: “A quiet park,” “A busy restaurant.”

Find Someone Who – “Where Do You Go?”

Students move around asking: “Do you go to the park on weekends?” and write classmates' names in a chart.

[Worksheet Reference](#)

 [M1_1stGrade_Unit2.pdf](#)


- Numbers: pg. 1 - 2
- Places: pg. 3
- Time: pg. 4 - 5
- Places & time: pg. 6

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

Suggested Time Frame: November 17th-28th

Achievement : Students will be able to understand and explain information about daily activities and city life through short texts. They will identify and describe places, recognize time, frequency, and weather expressions, and use the simple present tense to ask and answer questions about routines, locations, and directions.

<p>Skill</p>	<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
<p>Resources</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 📚 Textbook projects and readings (pg 28-35) <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <p>AUDIOS</p> <p>Asking and giving directions</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 📺 Asking & Giving Directions - Daily English Conversations to Speaking Fluently <p>There is/ There are</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 📺 THERE IS and THERE ARE in English Conversation <input checked="" type="checkbox"/> 📻 Audios <p>📁 MS AUDIOS 1ST GRADE U2</p> <ul style="list-style-type: none"> <input type="checkbox"/> 🖍️ Realia <input type="checkbox"/> 🎲 Didactic Games
<p>Classroom Interactive Patterns</p>	<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 checked="" type="checkbox"/>  Individual work
Assessment	<input type="checkbox"/> Rubrics (projects, presentations, role play, performance) <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

Instructional Strategy / Activity Suggestions

- Instructional Strategy: *Activities description:

TPR ▾
Listening and drawing ▾
Context Clues ▾
KWL Chart ▾
Sentence Scramble ▾
Role Playing ▾
Charades ▾
Memory Game ▾

Session 4

Charades – “Daily Routines”

Students act out daily activities (get up, go to school, watch TV) and others guess the action.

My Daily Routine

T has Ss use their body to simulate the activities mentioned . Example; I go to sleep at 9:00, I eat lunch at 2:00pm, etc. Ss listen and read a short text. T asks simple questions to confirm understanding. T invites Ss to underline the activities mentioned.

KWL Chart

- T invites Ss to fill in a KWL chart in their notebooks to activate prior knowledge about daily activities, city life, and touristic places.
- K (Know): What do I already know about places in the city and routines?
- W (Want to know): What do I want to learn?
- L (Learned): (To be completed at the end of the stage).

- T presents key words and phrases for places, daily activities using visuals and repetition. Ss listen to Count our activities ,and identify activities four people use to do in their places.
- Ss in pairs share their answers and share them with the rest of the class. Ss answer one quick question before leaving: *What's your favorite place in the city and what can you do there? Ss write their answers in their notebooks.*

Session 5

Flags and Countries

- The teacher shows 3 flags: Mexico – Canada – Jamaica. Ask: *"What do you know about these countries? Do they speak one or more languages?"*
- T plays 3 short audios and has Ss complete a listening chart: country, language , tradition, inclusion message
- Ss solve a worksheet regarding the listening activity and T has ss work in pairs to compare their answers.

Memory Game – “Country–Tradition Match”

Cards with countries and traditions; students match pairs (e.g., Mexico – Día de Muertos).

Session 6

Context Clues – “Guess the Word!”

Students infer meanings of new words from short sentences about daily activities (e.g., “She goes to the market to buy food” → *market*).

My Life and Hobbies

- T gives one mixed-up sentence set to each pair or small group of Ss. Ss work together to put the sentence parts in the correct order to make meaningful statements.
- When finished, Ss read their complete sentences aloud to the class. T has Ss listen to "My life and hobbies."
- Then, T invites Ss to read along with the audio and complete a comprehension activity related to the text. T has Ss work in pairs to complete the likes, hobbies, and feelings activities.
- T invites Ss to underline true or false the statements about Sofia's activities and label the picture with the correct sentence number.
- The teacher invites students to underline True or False for the statements about Sofia's activities and label the picture with the

correct sentence number.

Session 7

Why are they important in our community?

- Students read *Cultural diversity* a short text about how English is used to promote respect and empathy and then complete a True / False task before sharing their ideas.
- T shows the words respect – diversity – inclusion on the board.
 - Quick discussion: “What do these words mean?” “Why are they important in our community?” T has ss read aloud to *Respect and empathy* text two times. T encourages Ss to mark the statements with True or False.
- Ss work in pairs to complete the sentences: *I think diversity is important because... With English, we can share...* Ss write their statements in their notebooks and share some examples with the class.
- Ss listen read and complete discovering cultures activity in small teams, and share their responses to the rest of the class

Session 8

Adverbs

- T has Ss to answer what they do every day and how often they do it to introduce the concept of frequency.
- Then, students learn the meaning and position of adverbs of frequency through examples such as “I usually walk to school” and “She is always happy.”
- After that, students complete short sentences in their notebooks with the correct adverbs and share their ideas with a partner. They later interview each other using questions like “How often do you play sports?” and report their partner’s habits to the class. To finish, students play a quick game called “Always, Sometimes, Never” to review and reinforce the lesson in a fun way. T says an action, and Ss stand up if they “always” do it, raise one hand for “sometimes,” or stay seated for “never.”
- T has Ss listen to Voices of inclusion to solve a listening comprehension activity filled with the correct word.

Session 9

Quick Review Game

- T starts with a quick review game using flashcards or images of places such as a school, park, hospital, and supermarket. Students repeat and identify each place aloud.

- Then, the teacher invites students to identify places in their neighborhood by matching activities with the correct place and completing statements using There is or There are .
- Ss solve an activity called In my Neighborhood to match activities with the places and to identify the places that correctly complete a text . Ss draw a map of their neighborhood and locate places nearby.
- T introduces simple prepositions of place (next to, between, across from, behind) and direction phrases (go straight, turn left, turn right). Ss write the directions and prepositions copy them in their notebooks to practice expressions like *next to, in front of, behind, between, on the left/right. Go straight ahead, turn right, turn left, etc.*
- Ss listen to short dialogues from Video *Asking and giving directions* and locate the places on a city map. Afterward, they work in pairs to role-play as a tourist and a local: one asks for directions, and the other gives them using complete sentences. To finish, students draw a simple map of their neighborhood or an imaginary town and practice giving directions to a partner, reinforcing location vocabulary and speaking confidence in a meaningful context.
- Ss complete their KWL Chart

Role Play – “At the Tourist Office”

Students simulate conversations asking for tourist info: “Where is the museum?” “It’s next to the park.”

Worksheet Reference

 [M1_1stGrade_Unit2.pdf](#)

- Places & activities: pg. 7
- Who we are: pg. 8
- Life & hobbies: pg. 9
- Cultural diversity: pg. 10 - 12
- Adverbs: pg. 13
- Places & Inclusion: pg. 14 -15

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

Suggested Time Frame: November 24th-December 5th

Achievement: Ss will be able to describe places in their community, and express how they feel about them. Through listening, speaking, reading, and writing activities, they will use key vocabulary to talk about locations, give directions and community life.

<p>Skill</p>	<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
<p>Resources</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 📚 Textbook projects and readings (pg 28-35) <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <p>AUDIOS</p> <p>Giving directions and using locations</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 📺 Asking for and Giving Directions <input checked="" type="checkbox"/> 🎧 Audios <input checked="" type="checkbox"/> 📁 MS AUDIOS 1ST GRADE U2 <input type="checkbox"/> 🖍️ Realia <input type="checkbox"/> 🎲 Didactic Games
<p>Classroom Interactive Patterns</p>	<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
<p>Assessment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input type="checkbox"/> Checklists

- Observation guides
- Quizzes
- Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional

Simon Says ▾ Listening and drawing ▾ Context Clues ▾
Show and Tell ▾ Sentence Scramble ▾ Pictionary ▾

- Strategy: *Activities description:

Session 10

Simon Says

- T starts with a Simon Says game using short sentences about city places and directions, such as “Stand up if you go to the park on weekends,” or “Stand up if there’s a supermarket near your house.” Next, students complete a Map Matching activity by listening to the teacher’s descriptions and locating places correctly.
- In pairs, they play Find the Place, describing and identifying locations on a map, and practice short dialogues asking and giving directions, for example, “Excuse me, where is the library?” and “Go straight and turn right.”

This is My Town

- Students then read the text “*This is my town*” and underline in red the sentences that describe the locations of different places, like “The library is next to the park.”
- The teacher supports vocabulary as needed. Using the mini-map, students draw the missing places and label them clearly.
- Ss compare maps with a partner and give directions using the sentences from the text.
- To wrap up, T reviews key words and expressions, invites students to share maps or sentences, and concludes with a brief reflection in which each student mentions one new word or phrase they learned about places and directions.

Session 11

Places I like in my Community

- T invites Ss to think about our community! What places do you visit every week? What places do you visit every summer? T has Ss listen to audio our community and solve the activity.
- Then Ss listen to three short audios to solve the activity "*Places I like in my community*". Each person will describe a place in their community.
- Ss Listen carefully to audio "*My community my feelings*" and complete the chart. Ss may solve some of the activities from textbook readings and projects.
- Ss read and listen to audio and solve worksheet of "*My favorite places in my community*" and identify who the speaker is? Ss practice retelling to a partner favorite places in my community.

Pair Interviews – “Places and Feelings”

Students ask each other: "What's your favorite place?" "How do you feel there?" and write one short paragraph.

Fill in the Blanks – “In My City”

Complete sentences with missing words: *There is / are, between, next to, in front of.*

Session 12

Pictionary – “Places & Directions”

Teams draw locations or actions while others guess and describe them in English.

Important Places in our Community

- T asks students: "What places are important in our community?"
- Write words on the board: *school, park, library, church, store, museum, community center*, etc. T has Ss listen to "*People in my community*" audio twice .
- T invites Ss to write down in their notebooks what they hear about the different places , what people do there, and how they feel. Ss solve the reading and listening comprehension activity about Mia, Olivia and Diego. T has Ss work in pairs and ask: "Which place would you like to visit?"
"Why do these people feel happy or proud of their communities?" Ss answer using simple sentences:

- I like the park because it's fun. The library is interesting. The community center is inclusive.
- Students write two statements in their notebooks about places in their city, describing how each place makes them feel and what activities they can do there. For example, "The park makes me feel happy because I can play with my friends," or "The library makes me feel calm because I can read books." After writing, students can share one of their statements with the class.

Worksheet Reference

 [M1_1stGrade_Unit2.pdf](#)

- Places in my community: pg. 16 - 17, 19
- Feelings: pg. 18
- People in my community: pg. 20

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

Suggested Time Frame: December 8th- 12th

Achievement Objective: Students will be able to identify and describe the locations of places in a town using simple sentences and basic prepositions of place, such as *next to*, *in front of*, *behind*, *between*, *on the left/right*. They will also be able to use this language to describe places, give directions, and create a small brochure with a map, showing important locations, schedules, and attractions, writing short sentences to help others navigate the town easily.

<p>Skill</p>	<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
<p>Resources</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.) <input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input type="checkbox"/> 🖍️ Realia <input type="checkbox"/> 🎲 Didactic Games
<p>Classroom Interactive Patterns</p>	<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 checked="" type="checkbox"/> 👤 Individual work
<p>Assessment</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input checked="" type="checkbox"/> Checklists <input type="checkbox"/> Observation guides <input checked="" type="checkbox"/> Quizzes <input type="checkbox"/> Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)

Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Context Clues ▾

Word Association ▾

Prompts ▾

Creative Writing ▾

*Activities description:

Session 13

My Favorite Place

- T invites SS to think about a place you visit every week — maybe your school, the park, or the store. What do you do there? How do you feel there?"
- Students give short answers (in English or Spanish as support):
school – learn / park – play / library – read / feel happy, relaxed, proud.
- T has Ss listen to A Day in My community where Sara is talking about her daily routine and favorite places in her community.
- Ss order the statements and discuss in pairs (or groups of 3):
- “What places do you visit in your community?”
“How do you feel there?”
- Encourage them to use the model:
“I go to the ___ to ___. I feel ___ because ___.”
- Example:
“I go to the library to read. I feel calm because it's quiet.”
- T encourages SS to walk around the classroom and find three other classmates to form a team of four. T says Houses and rabbits. Two students act as houses (standing still or linking arms to make a “house”). Two students act as rabbits and “enter” the house (stand inside or between the two house classmates). T has Ss work as a team to get information before preparing their city brochure

Session 14

City Research

- Students work in teams to research their city: important places, attractions, activities, and schedules.
- Teacher provides guidance and checks vocabulary use.
- Teams start planning the content for their brochures. Students write short sentences describing places, locations, and activities.
- Include directions using prepositions of place (*next to, in front of, behind, between, on the left/right*).
- Draw a small map of the city and label key locations. T monitors, provides feedback, and helps with clarity and vocabulary.

“Model Brochure Sentences”

Students read a short model text, cover it, and rewrite from memory using similar structures.

Session 15

“Brochure Assembly”

Students cut and paste elements: map flap, directions pocket, favorite places list, and local activities section.

Designing a Brochure

- Teacher encourages students to be creative when designing their brochures, making them colorful and visually attractive. Teams practice presenting their brochure to classmates or small groups, describing locations, giving directions, and highlighting activities.
- Students give and receive feedback within their team to improve fluency, accuracy, and clarity. The teacher monitors the presentations, checking pronunciation, sentence structure, and comprehension, and provides guidance to help students refine their work before the final class presentation.
- T encourages Ss to verify the elements on their checklist before presenting their brochure

Worksheet Reference

 [M1_1stGrade_Unit2.pdf](#)

- A day in my community: pg. 21

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

Suggested Time Frame: December 15th- 19th

Achievement: Students will be able to describe town places using simple sentences, prepositions, and directions. They create and present some brochures, reflect through self- and peer evaluations, and contribute positive statements about their city or state to a bulletin board, reinforcing vocabulary and celebrating their community.

<p>Skill</p>	<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
<p>Resources</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input 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 <input type="checkbox"/> worksheet
<p>Classroom Interactive Patterns</p>	<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 checked="" type="checkbox"/> 👤 Individual work
<p>Assessment</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input checked="" type="checkbox"/> Checklists <input type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes <input type="checkbox"/> Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)

Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Context Clues ▾

Word Association ▾

Prompts ▾

*Activities description:

Session 16

Gallery Walk – “City Brochure Exhibition”

Teams display brochures; classmates walk around, read, and ask simple questions.

- Ss in teams of four present their mini-brochures to the class.
- They describe locations, give directions, and talk about activities using simple sentences and prepositions of place.
- Teacher monitors speaking and comprehension.

Session 17

Peer Feedback – “Two Stars and a Wish”

- After presenting, students complete a self-evaluation reflecting on their own work.
- They also provide peer feedback, identifying strengths and suggesting improvements.
- Students give two positive comments and one suggestion to each team.
- The teacher guides discussion to highlight good language use and clear descriptions.

Jeopardy Game – “City & Directions Review”

Fun end-of-unit quiz: categories like “Places,” “Adjectives,” “Prepositions,” and “Directions.”

Session 18

- Ss write positive statements about their city or state and illustrate them with drawings or images.
- Ss are displayed on a class or school bulletin board, celebrating the community and reinforcing vocabulary.
- Ss write a reflection in their notebooks on what they learned about places, directions, and expressing feelings or activities.

Reflection – “My English Growth”

Students complete a short chart:

- I learned to say...
- My favorite activity was...
- Now I can describe...