



INSTRUCTIONAL GUIDE 1ST GRADE MIDDLE SCHOOL 2025-2026

UNIT 3

GRADE	1st Grade Middle School ▾
PERIOD	2nd Period ▾
UNIT	3 ▾
TERM	January 12th - February 27th
TOTAL OF SESSIONS	7 weeks -21 sessions
LEARNING OBJECTIVE	Students will be able to describe their identity, talk about family or community traditions from the past, and compare people or celebrations using comparatives and superlatives. They will be able to identify basic story elements and create an Identity Handbook that shows who they are and why they are valuable.

	Project	"We Are Words, We Are Valuable" (From Projects and readings book) Pages 96-107
	Product	Identity Handbook or Identity T shirt

NEM	Content	<p>Use of various English-language texts that promote language preservation and conservation. ▾</p> <p>Aesthetic features and literary resources of the English language. ▾</p> <p>The use of English as a medium for expressing sensations, emotions, feelings, and ideas related ... ▾</p> <p>Narratives in English that convey meaningful family, school, community, and social events. ▾</p>
	LDP (Learning Development Process)	<p>Retrieves strategies for the preservation and conservation of languages, based on informative ... ▾</p> <p>Conducts research using English-language texts to identify implemented solutions addressing c... ▾</p> <p>Participates in language games in English to express sensations, emotions, feelings, and ideas r... ▾</p> <p>Conducts interviews and narrates significant family, school, community, or social events in Engli... ▾</p>
	Articulating Axes	<p>Inclusion ▾ Critical interculturality ▾ Arts and aesthetic experiences ▾ Critical thinking ▾</p> <p>Gender equality ▾</p>

CEFR SKILLS	Listening	<ul style="list-style-type: none"> ● A2. Ss can understand people comparing objects and possessions (e.g. colour and size). ● A2. SS can understand people if they speak very slowly and clearly about simple everyday topics. ● A2. Ss can follow clearly spoken, straightforward short talks on familiar topics. ● Pre-A1/A1: Can understand simple descriptions about people and culture when spoken slowly. ● A2: Can identify main points about familiar cultural topics.
	Reading	<ul style="list-style-type: none"> ● PRE A1. Ss can understand information about people and compare them with others. ● PRE A1. Ss can understand information about people, compare them with others and recognize the superlative. ● A2. Ss can understand the main points in short, simple news items and descriptions if I already

	<p>know something about the subject.</p> <ul style="list-style-type: none"> ● A2. Ss can recognize the differences among different items (quality, size, shape, etc). ● A2. Can understand short simple texts on familiar cultural topics.
Writing	<ul style="list-style-type: none"> ● PRE A1. Ss can compare the characteristics of familiar nouns. ● PRE A1. Ss can compare the characteristics of familiar nouns and recognize the superlative ● PRE A1. Ss can understand how to give the most important information about themselves ● A2. SS can write simple sentences about themselves, for example where they live and what they do. ● A1. Can write short descriptive sentences about identity. ● A2. Can express simple opinions with reasons.
Speaking	<ul style="list-style-type: none"> ● PRE A1. Ss can use simple words to describe something, (for example its size, shape or color). ● PRE A1. Ss can describe nouns or other familiar objects and compare them. ● PRE A1. SS can very simply describe themselves and their families ● PRE A1. SS can describe nouns or other familiar objects, compare them and recognize the superlative. ● A2. Can describe people and give simple opinions with reasons.
Grammar	<ul style="list-style-type: none"> ● Simple Present (review): Describe identity, traits, habits ● Simple Past (regular verbs): Talk about traditions and actions that protect culture (want, need, learn, decide, respect, include, prepare, communicate) ● Regular verbs in past in affirmative sentences ● Comparatives: Compare physical and emotional characteristics. E.g: She is taller than me. He is more friendly. ● Superlatives: Express value and uniqueness. E.g. Her smile is the brightest. Maya is one of the most important languages in Mexico.
Vocabulary	<ul style="list-style-type: none"> ● Language and identity: (language and examples: Haitian, French, Maya, ideas, traditions, artistic work, handcrafts, dialogue, communication) ● Body Language & Gestures (Identity Expression): kiss, bow, hug, point, raise your hand, wink, nod, shrug one's shoulders, wave.

		<ul style="list-style-type: none"> ● Countries & Nationalities: Mexican, Maya, Haitian, French, Afro-Mexican, Indigenous, American, Venezuelan, etc. ● Identity & Culture: language, tradition, family, community, values, identity, culture, heritage, diversity, celebration, respect, origin, native, mother tongue, bilingual, communication ● Personality & Emotional Traits: friendly, shy, creative, respectful, honest, brave, funny, helpful, curious, confident, generous. ● Adjectives of size, shapes, colors ● Adjectives of appearance and personality equality comparisons (as.....as) ● Ordinal and cardinal numbers 40-60 (60th)
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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: January 12-19

Achievement: Students will be able to understand and exchange basic personal and identity information by listening, reading, and speaking. They can ask and answer questions about identity, describe themselves and others using simple present sentences, vocabulary related to identity, hobbies, routines, adjectives, and recognize superlative words in short texts.

Skill	<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
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<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, chats, etc.) <input type="checkbox"/>  Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/> Audios <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 checked="" 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

Instructional Strategy / Activity Suggestions

- Instructional Strategy:
 - Read-Aloud ▾
 - Listening sequence ▾
 - TPR ▾
 - Fill in the Blanks ▾

- Activities description:

Session 1:

T. asks Ss to listen and read the information about Maria. T. repeats the audio twice.

T. asks Ss some questions like: Who is the audio talking about? Where is she from? What languages does Maria speak? Then T.

encourages Ss to complete the table with the information about Maria and asks them to complete with their own information. T. invites some volunteers to read their answers. Then have Ss complete the sentences with their own information and read aloud. (p.1)

T asks Ss : *How do you greet each other?* T shows flashcards of identity gestures and students listen to the audio "Body Language Around the World" T has Ss practice these gestures with TPR

T asks Ss to work individually to label the pictures & answer questions (p. 2)

Ss share with their partner their responses and verify if they are correct.

Session 2

T. encourages Ss to volunteer and write on the board some important words related to identity.

T asks Ss to read the interview questions aloud.

In pairs, Ss interview a partner by asking questions related to their identity.

Ss write down (register) their partner's responses.

Ss complete the sentences using the information they obtained from their partner.

Ss read their completed sentences aloud to share information about their partners with the class (p. 3)

T introduces the new vocabulary words and explains how to write sentences in the simple present and encourages Ss to write sample sentences.

T models simple present sentences using the new vocabulary.

T asks Ss to listen and read the vocabulary words aloud and to elicit their meanings. (p. 4)

T asks Ss to read the definitions and match them with the correct vocabulary words. Some Ss read their answers aloud.

In pairs, Ss unscramble sentences modeled previously to reinforce word order.

T asks Ss to write one original sentence using each vocabulary word.

Session 3

T reads the title My Identity and elicits from Ss what they think the reading is about. Then T. asks Ss to read in choral repetition.

T asks Ss underline hobbies, and circle the adjectives. T. invites some Ss to list them and help Ss to complete the box. Then T. has Ss complete the chart below the text.. (p. 5)

T asks Ss to describe their hobbies, routine, and personality in three sentences. (p. 5) and asks some volunteers to read them aloud.

Session 4

T asks Ss to unscramble some adjectives, write them on the board, and classify them into three categories: personality, physical appearance, and strengths and abilities. (friendly, strong,patient, slim, helpful). (p.6)

T has Ss sort adjectives into the correct category, then write: who they are in five words, five sentences describing themselves using adjectives, and five things they like to do. (p.7) T invites some volunteers to read their answers to check as a whole group.

T invites Ss to listen to "My Community Languages." The audio is played twice. Ss identify superlative words. Ss read the text and complete a chart with languages mentioned, identity words, and superlative adjectives. In pairs, Ss discuss the questions and answer them. p.8)

Worksheet Reference

 [MS_1ST_U 3_ ACTIVITIES.pptx.pdf](#)

 [MS_1ST GRADE_U 3_ evaluation.pptx.pdf](#)

- Voices of identity: pg. 1
- Non-Verbal expressions of identity: pg. 2
- Audio Non verbal Expressions to communicate
https://drive.google.com/file/d/1zMQ0ZTb2IELAepR1S5UYxG2TS2C0fiJ4/view?usp=drive_link
- *Identity Quick Interview* pg. 3
- *Reading + Matching Vocabulary* pg. 4
- *My Identity* pg. 5
- *Sorting Adjectives* pg. 6
- *Who are you in 5 words?* page 7
- *My community languages* p. 8
- *Audio My community languages*
https://drive.google.com/file/d/1sGSA6Z3qCoHHXt2m-b3cvQ3pr2tTOTOH/view?usp=drive_link

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

Suggested Time Frame: January 20-30

Achievement : Students will be able to describe themselves and others, talk about daily routines, and compare people using the simple present, comparatives, and superlatives.

<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 type="checkbox"/> 📚 Textbook projects and readings (pg 28-35) <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)AUDIOS <input checked="" type="checkbox"/> 🎧 Audios <input checked="" 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 checked="" 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:

TPR ▾ Listening and drawing ▾ Context Clues ▾

- Activities description:

Session 5

T presents daily routines using flashcards or cutouts and encourages Ss to label them. Ss also identify adjectives on the board and draw a symbol that represents each adjective: calm, patient, respectful, creative, hardworking, funny, friendly, active, and happy.

T asks Ss to read short identity profiles and underline: simple present verbs and adjectives. In pairs ss discuss and copy in the correct category what they have underlined before. Ss share their answers and correct them if necessary.

Students write in their notebooks one short identity profile about themselves using the vocabulary from the lesson. and illustrate it.

Ss complete a self evaluation (evaluation folder p.9)

Session 6

T. asks Ss to listen and read Who is my best friend?. T. repeats the audio twice. Ss underline adjectives mentioned in the text

T asks Ss to solve the multiple-choice activity below the text. Then, Ss write in their notebooks the name of a friend and complete the statement: “_____ is one of the most important friends I have because he/she is _____ and _____”

T presents comparative statements and has Ss make a chart in their notebooks (evaluation folder).

In pairs, Ss read the text “*My Friend Sara*” and circle the comparative and superlative expressions. T has Ss classify the comparative and superlative statements in the correct box. Finally, Ss rewrite the statements using comparative and superlative forms (p. 9).

Session 7

T plays a *Stand Up Game* with the students. T places two labels in the classroom: HE and SHE. T reads a statement aloud. Luis Miguel is famous. He is tall . Ss listen and move to the side of the room with the correct label (he or she). T has Ss repeat the sentences twice. T has Ss Listen to "Whos' my best friend?" Then Ss read while they listen to the paragraph. T. repeats the audio twice. T. encourages Ss to identify the superlative words in the text and asks them to underline them in blue, while they underline the comparative form in red. T. asks Ss read the statement and underline the correct answer in the multiple choice activity. T invites some volunteers to read their answers aloud and checks the answers as a whole group.. (p.10)

In teams of four, Ss read My friend Sara text

T has Ss work in teams of four and each team gets a mixed sentence puzzle using comparative and superlative form. Teams arrange the words in correct order. When finished, they raise their hands. The team reads the sentence aloud. And T writes it on the board. Ss copy each statement in their notebooks and underline in red the comparative form and in blue the superlative form.

In pairs, Ss read My friend Sara text and circle in red the comparative form and circle in blue the superlative form. Then they classify them in the chart below the text and rewrite the sentences. (p.11)

Session 8

T writes on the board these action words : lives, goes, helps, plays, practices, reads, loves, finishes. T invites Ss to read aloud "My friend Sara" and asks them to stand up when they listen to these action words. T writes the following action words on the board: *lives, goes, helps, plays, practices, reads, loves, finishes*. Ss then circle the action words in black in the text. Ss write in their notebooks and classify Sara's actions into: Daily activities, Hobbies, School activities. (p.11)

Ss solve a reading comprehension Quiz (evaluation folder p.11)

T has Ss complete a Comparative & Superlative activity and verify their correct answers.(p.12)

Session 9

T divides the class into two teams and invites them to play a TIC-TAC-TOE game . T writes on the board some prompts like: I play____, I wake up at____, I am ____ (physical adjective), I am ____ (personality adjective), ____ is the tallest student, ____ is the most creative student , ____ goes to school by bus, ____ is my best friend, I have lunch at ____ Teams take turns choosing a square.

One student from the team completes the prompt orally using a correct sentence. If the sentence is correct, the team places an X or O on the board. T monitors and provides feedback. The first team to complete three in a row wins (evaluation folder p.19)

T asks Ss to stand in two circles (inside and outside). Ss walk in opposite directions when the music plays. When the music stops, Ss ask one question to their partner. Ss write the answer in their notebook. When the music starts again, Ss move and talk to a new partner. Ss repeat until they talk to three classmates. T monitors and helps with pronunciation or grammar if needed. (p.13)

Session 10

T invites four Ss to come to the front. T writes on the board: Juan is taller than me. T asks the students to jump fast. T writes and says: Pablo is faster than me. T asks yes / no questions: Are you taller than me? Are you faster than me? Ss answer: Yes, I am./ No, I am not. T explains that these are yes / no questions with comparatives. T writes on the board to supp Are you ___-er than me? Yes, I am. / No, I am not. _____ is ___-er than me.

Ss work in pairs. Ss interview a partner and complete the “Find Someone Who...” chart using yes / no questions. T monitors and supports pronunciation and grammar. Ss write six complete sentences using comparative adjectives based on their chart. (p. 14)

Worksheet Reference

 [MS_1ST_U 3_ ACTIVITIES.pptx.pdf](#)

 [MS_1ST GRADE_U 3_ evaluation.pptx.pdf](#)

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

Suggested Time Frame: February 2-13

Achievement: Students will be able to understand and use the simple past tense (regular and irregular verbs) to talk about past events, identify past actions in listening and reading texts, and produce short oral and written descriptions about personal experiences and stories. ss will be able to summarize a story using a graphic organizer

<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 type="checkbox"/> 📚 Textbook projects and readings (pg 28-35) <input checked="" type="checkbox"/> 📓 Notebook <input checked="" 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"/> 🎧 Audios <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 checked="" 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 checked="" type="checkbox"/> Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exams
<p>Instructional Strategy / Activity Suggestions</p>	
<ul style="list-style-type: none"> • Instructional Strategy: <ul style="list-style-type: none"> Simon Says ▾ Listening and drawing ▾ Context Clues ▾ Delayed Reading Aloud ▾ 	

- Activities description:

Session 11

T shows 2 pictures: Today (student at school) Yesterday (student at home) T says: Today, Maria is in the classroom, Yesterday, Maria was home. T underlines the verb is and was, and explains when to use past tense of the verbs to express past events.

T introduces a small list of regular and irregular verbs then asks Ss to classify them. T presents a small list of verbs (on board or cards): Regular: played, cleaned, watched, helped Irregular: was, went, ate, drank, ran. Ss classify the verbs into Regular / Irregular in pairs. T checks answers as a class.

T shows flashcards or cutouts of people. T places past tense sentences on the board or desk: Yesterday I played soccer.

Yesterday I went to school. Yesterday I ate pizza. Ss come to the front and match the sentence to the correct flashcard. Ss read the sentence aloud. T and class repeat.

T writes on the board: Yesterday, I was in my house. Yesterday, I played soccer. Yesterday, I went to school. Yesterday, I ate pizza. Yesterday, I watched TV. Yesterday, I drank water. T invites Ss to listen and repeat Ss read chorally. T practices delayed reading aloud.

T has Ss copy the sentences in their notebooks and asks them to write f more using their information and the same verbs. for example: Yesterday I was in the park

Session 12

T asks Ss *What did you do on New Year's Eve?*. T elicits some answers and writes correct past tense sentences on the board, for example; I ate carne asada, I went to Monterrey, etc.

T asks C to listen to Alejandra and her family traditions. T. plays the audio twice. During listening, Ss only listen (no writing). T asks Ss *What activities did Alejandra do with her family?* Ss answer orally. T writes the key answers on the board in the simple past.

T has ss read the text in pairs, Ss look for verbs in past and underline them. Ss deduce the meaning from context. If needed, Ss use a dictionary or the verb list. Ss choose 5 activities from the text. Ss write 5 sentences in the simple past in their notebooks.

Ss complete the reading comprehension activity and complete the statements with the correct verb in past. (p.15)

Session 13

T asks Ss: *What do you remember about Alejandra's story?* Ss share ideas orally.

T explains: *We can summarize the story using a graphic organizer. A story organizer helps us remember the main elements of the story.*

T presents the story organizer and asks ss to work in teams of four, read the text again and and fill in the e information

Ss write in their notebooks three sentences in the simple past about their Christmas or New Year's celebration. (p.16)

Session 14

Ss listen to Titos. T. plays the audio twice. T elicits from Ss *Who are the characters? What was the story about?* Ss answer orally. T writes the key answers on the board in the simple past. Individually, Ss read the story and underline the action words in past. Ss solve the after reading activities and compare their answers with a partner and correct if necessary. (p. 17)

Ss fill in the Story review chart to summarize Tito's Mexican Town story. (p. 18)

Session 15

Ss review the verbs they have learned and T encourages them to solve the activity *What did you do last week?* Ss work in pairs, ask and give information about last week. Ss practice the pronunciation and written production. (p.19)

Worksheet Reference

 [MS_1ST_U 3_ ACTIVITIES.pptx.pdf](#)

 [MS_1ST GRADE_U 3_ evaluation.pptx.pdf](#)

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

Suggested Time Frame: February 16--20

Achievement Objective Students will be able to write short connected texts to describe themselves, a friend, and a person who inspires them, using simple present tense, adjectives, and basic structures to express personality, strengths, likes/dislikes, and routines, and give simple peer feedback and complete a unit assessment.

<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 type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input type="checkbox"/> 🗑️ Realia <input type="checkbox"/> 🎲 Didactic Games
<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 checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input checked="" type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes <input checked="" type="checkbox"/> Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Context Clues ▾ Fill in the Blanks ▾ Charades ▾ Creative Writing ▾ Read-Aloud ▾

- Activities description:

Session 16

T. asks Students to write a short connected text introducing themselves. T. encourages students to write a short paragraph (6–8 sentences) about themselves. Include:

Personality: Example words: friendly, shy, creative, patient, energetic

Example sentence: I am a friendly and creative person.

Strengths: Examples: I am good at drawing / I can play the guitar / I am good at sports.

Example sentence: I am good at working in groups.

Likes/Dislikes: Structure: I like... / I don't like...

Example sentence: I like music, but I don't like spicy food.

Routine (Simple Present) Examples: I wake up at 6:00. I go to school at 7:30.

Ss write their text and share it with a partner.(p.20)

Ss write a text to give information about their best friend, and share the information to the class. (p.21)

Session 17

T. asks Ss to write 5–7 sentences about a person who inspires you (a family member, friend, artist, athlete, etc.). T encourages students to work in pairs and exchange your "Someone who inspires me" page with a partner. Then students read their partner's work carefully and complete the checklist. After that, ask SS to write one positive comment and one suggestion for improvement. (pp.22-23)

Session 18

T. asks Ss to create a text to present themselves and a friend and complete the tasks Talking about us! (p. 24)

Ss solve the Unit exam (evaluation folder p.16-17)

Worksheet Reference

 [MS_1ST_U_3_ACTIVITIES.pptx.pdf](#)

 [MS_1ST GRADE_U_3_evaluation.pptx.pdf](#)

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

Suggested Time Frame: February 23--27

Achievement: Students will be able to present personal information using simple sentences in the simple present, describe their identity with basic adjectives and vocabulary, and give positive written and oral feedback about classmates' work while reflecting on their own learning.

Skill	<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
Resources	<ul style="list-style-type: none"><input 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 type="checkbox"/> 🖍️ Realia<input type="checkbox"/> 🎲 Didactic Games<input type="checkbox"/> worksheet
Classroom Interactive Patterns	<ul style="list-style-type: none"><input type="checkbox"/> 🏠 Whole Group<input 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
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Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Delayed Reading Aloud ▾
Simon Says ▾
Role Playing ▾
Tic Tac Toe ▾

*Activities description:

Session 19

T. shows a model T-shirt and says: This is my “All About Me” T-shirt. Ss receive the T-shirt template. Ss write their sentences inside the T-shirt. Ss decorate with: Colors, symbols, Drawings (hobbies, food, family).T monitors and supports Ss to prepare their speech to present their T shirts.

Session 20

Activity: Gallery Walk – Identity T-shirt Exhibition

T invites Ss to walk around, read the pages, and write positive comments for your classmates."

Write one positive note for each t-shirt you read (at least 5) Ss are encouraged to use simple sentences. Examples: I like your drawings.Your information is clear.You are very creative.'

Teacher walks around monitoring, helping with vocabulary, and ensuring respectful behavior.

Session 21.

T writes on the board: How do you feel? 😊 😐 😞 (circle one) What did you like the most?
I liked... What could you improve? *I could improve...*

 [MS_1ST_U 3_ ACTIVITIES.pptx.pdf](#)

 [MS_1ST GRADE _U 3_ evaluation.pptx.pdf](#)