



INSTRUCTIONAL GUIDE 2ND GRADE MIDDLE SCHOOL 2025-2026

Unit 2

GRADE	2nd Grade Middle School ▾
PERIOD	2nd Period ▾
UNIT	2 ▾
TERM	November 10th - December 19th
TOTAL OF SESSIONS	6 weeks -18 sessions
LEARNING OBJECTIVE	Students will be able to understand and narrate simple folk tales from different cultures using past tenses, time connectors, and descriptive language to express the sequence of events clearly, while recognizing the importance of preserving languages and cultural traditions.

	Project	Preserving Languages and Cultures (Pages 128-137)
	Product	Create an anthology of short folktales or legends in English and connect them to language and culture.

NEM	Content	<p>Linguistic diversity and its forms of expression in Mexico and around the world. ▾</p> <p>Cultural, linguistic, and artistic expressions in English that promote intercultural understanding. ▾</p> <p>Traditional and contemporary literary works composed in English ▾</p> <p>Aesthetic features and literary resources of the English language. ▾</p>
	LDP (Learning Development Process)	<p>Understands narrative and biographical texts in English about everyday life, interaction styles, ... ▾</p> <p>Performs role plays in English involving situations that promote assertive communication. ▾</p> <p>Researches literary texts in English about Indigenous and/or Afro-descendant peoples from Me... ▾</p> <p>Identifies and explains the use of expressions, elements, and aesthetic resources in cultural and... ▾</p>
	Articulating Axes	<p>Critical interculturality ▾ Cultural appropriation through reading and writing ▾ Critical thinking ▾</p>

CEFR SKILLS	Listening	<p>A1. Ss can understand short simple messages from friends telling a story.</p> <p>A1. Ss can follow the sequences of a past event.</p>
	Reading	<p>A1. Ss can understand short past stories about familiar subjects if the text is written in simple language.</p> <p>A1. Ss can understand simple past anecdotes, History articles and holidays</p> <p>A2. Ss can understand very short, basic descriptions of past activities, and personal experiences, for example a recent holiday</p>
	Writing	<p>A1. Ss can write what they did and what they were doing at a certain time, at the weekend or on their last holiday.</p> <p>A1. Ss can write simple questions about a past event.</p> <p>A1. Ss can write short anecdotes.</p>
	Speaking	<p>A1. Ss can describe what they did at the weekend or on their last holiday.</p>

		<p>A1. Ss can narrate anecdotes.</p> <p>A1. Ss can ask and answer simple questions about a past event.</p>
	<p>Grammar & Language Structure</p>	<ul style="list-style-type: none"> ● Verb to be and action verbs in simple past, affirmative, negative and interrogative ● Introduce past participle affirmative and negative to talk about steps taken in a project: "I have looked for stories", "I have read a legend", I have not read all the stories" ● Present perfect tense ● Simple past tense
	<p>Vocabulary</p>	<ul style="list-style-type: none"> ● Verbs to talk about History: invade, conquer, spread, arrive, expel, establish, push out, ● Vocabulary related to History: inhabitants, Normans, Romans, Parliament, colonialism, indigenous, dialect, language ● Verb to be and action verbs (do, become, leave, want, ask, have, live, devise, carry out, catch, explain) ● Time expressions in past: last night, last month, last week, last summer, last weekend, in 1997 ● Verbs in past participle to explain the steps achieved in the project: "I have looked for stories", "I have read a legend", ● Borrowed Words (taco, karaoke, safari, tsunami, crush) ● Cognates (minute, restaurant, hospital, music, chocolate) ● Sequencing words (first, then, after that) ● Adjectives (big, small, brave)

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: Ss will identify the main characteristics, structure, and purpose of folk tales from different cultures and recognize the sequence of events in simple stories.

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 checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) sentence strips Loch Ness Monster <input checked="" type="checkbox"/> 📄 VERBS .pdf <input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) Video Loch Ness https://learnenglishkids.britishcouncil.org/listen-watch/short-stories/nessie-loch-ness-monster <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 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 <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
<p>Instructional Strategy / Activity Suggestions</p>	
<ul style="list-style-type: none"> • Instructional Strategy: <ul style="list-style-type: none"> Context Clues ▾ Hangman ▾ Sentence Scramble ▾ KWL Chart ▾ Charades ▾ Find Someone Who ▾ <p><u>*Activities description:</u></p> <p>Session 1</p> <p>KWL Chart – “What We Know About Legends”</p> <p>Students brainstorm what they already know (K), want to learn (W), and later will complete what they learned (L) about folktales and legends.</p> <p>Loch Ness Monster</p> <ul style="list-style-type: none"> • T shows Ss a photo of the Loch Ness Monster and elicits answers about their prior knowledge. • T presents Ss a short video about Loch Ness Monster. 	

- T gives students paper strips with short sentences from the Loch Ness story (mixed up)
- Ss read the strips and predict what the story is about.
- Ss work in groups of 3-4 to put the sentences in the correct order. And read them aloud with the whole class.
- Ss discuss in pairs final questions of the video Loch Ness Monster: *What do you think? Do you believe that Nessie, the Loch Ness Monster, really exists?*
- Pairs share their answers with the rest of the group.
- Ss make teams of four to remember the story they fixed on the worksheet. Then, they come to the front to retell the story in front of the group, using expressions in past tense.
- T plays with Ss hang man using vocabulary from the story and invites Ss to spell those vocabulary words

Session 2

True or False Game

- T starts with a quick review game called *True or False?* using sentences from the previous story, for example: *Nessie lives in the ocean.* Ss respond with *True* or *False* and correct the false ones.
- Then, T asks, "Do you believe in the Loch Ness Monster?" to activate prior knowledge and spark discussion. T divides Ss into small groups to sequence the events of the folk tale using mixed story cards.
- After checking as a class, Ss retell the story in order using past tense verbs and connectors (*first, then, after that, finally*). Ss paste their cards in their notebooks .
- Next, T reviews yes / no question forms from the story (e.g., *Did people see the monster? It's a mystery, isn't it?*). In pairs, Ss create a short interview between a reporter and a local person about Nessie.
- Ss work in pairs and perform their mini-interviews for the class. T gives positive feedback on fluency and correct use of questions.
- To close, Ss write one short reflection: *What do you think really happened in Loch Ness*

Charades – "Act the Legend"

Students mime actions or characters from legends (e.g., dragon, monster, hero) while classmates guess. Reinforces past tense verbs and key vocabulary.

Session 3

Find Someone Who – “Do You Believe in Monsters?”

Students walk around asking classmates yes/no questions about myths, legends, or beliefs (e.g., “Have you ever heard of La Llorona?”).

Brainstorming anthology themes as a group.

- Ss brainstorm legends from Mexico or other parts of the world that they know, to choose one for their final project.
- T encourages them to say what the legend is about in simple sentences using past simple.
- Ss in small groups (3-4) choose one legend they want to research or retell in their project.
- T presents Ss a very short adapted folktale from the community; T invites Ss to identify past tense verbs
- Students reflect briefly by answering what they learned in the lesson and which legend they would like to retell for their final project.

Worksheet Reference




 [MS_2ND_UNIT2.pdf](#)

- Legends: pg. 1 - 2

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 express information in past simple to describe events and actions in folk tales using sequence connectors to organize ideas clearly.

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 p129 <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 📄 VERBS .pdf <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/> George and the Dragon https://learnenglishkids.britishcouncil.org/listen-watch/short-stories/george-dragon Borrowed words <input checked="" type="checkbox"/> 📺 10 English Words BORROWED From Other Languages (French, Japanese, Chinese etc.) <input type="checkbox"/> 🖍️ Realia <input checked="" 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 type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input 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
<p>Instructional Strategy / Activity Suggestions</p>	
<ul style="list-style-type: none"> • Instructional Strategy: <ul style="list-style-type: none"> Context Clues ▾ Simon Says ▾ Reading Comprehension ▾ Fill in the Blanks ▾ Memory Game ▾ Jeopardy Game ▾ Pictionary ▾ 	

*Activities description:

Session 4

Memory Game – “Word + Image”

Students match cards showing past tense verbs (ate, saw, lived) and pictures representing those actions from legends.

George and the Dragon

- T reads the legend George and the Dragon aloud, emphasizing time expressions.
- T reads the story again and Ss answer the worksheet Mix & Fix: George and the Dragon, where they will have to see the images and paste them in the correct order to retell the story to three different partners.
- Ss reflect on what was the most relevant part of the story .

Session 5

The Chupacabras

- T encourages Ss to identify the main idea in a very short adapted folktale *the Chupacabras*; Then, students identify past tense verbs and draw the creature.
- T invites Ss to get in groups of 3 or 4 to brainstorm folktales/legends from Mexico & the world and create a mind map that will be shared with the rest of the class.

Jeopardy Game – “Folktales from Around the World”

Review vocabulary, grammar (past tense), and cultural facts using a fun quiz format.

Session 6

Context Clues – “Guess the Word”

Students read short paragraphs from folk stories with underlined words and infer their meaning using context.

Vocabulary around the World

- T shows and reads aloud some words coming from other cultures (karaoke, chocolate, safari, pizza, etc.) and Ss try to guess

their origin.

- T presents some examples on the board :
 - They loved chocolate
 - My sister sent me an emoji
 - The monster ate all the tacos
 - We saw a big dragon
- T invites Ss to guess the origin of words in the three sentences.
- T encourages Ss to listen carefully to a borrowed words video and invites them to predict which words might appear in the audio before watching.
- Ss write down every borrowed word they hear and compare their list with a partner.
- T and some volunteers write all borrowed words from the video on the board.
- T asks Ss to draw a simple chart (3 columns) in their notebooks and complete it with the borrowed words from the video. In the chart.
- Ss write the borrowed word, and its origin. In the last column.
- T prompts Ss to listen to a sentence from a folk tale that includes a borrowed word and write it in the correct line of their chart.

Realia Strategy – “Borrowed Word Hunt”

Students bring product labels, photos, or packaging that show English borrowed words (chocolate, pizza, emoji) and present where the word came from.

Session 7

The Clever Rabbit

- T reads The Clever Rabbit to Ss , then T invites Ss to stand up if they heard an action in past tense.
- Finally, the teacher has students underline the past simple verbs in the text and create a verb list chart in their notebooks.
- Students choose characters from a folk tale.
- They act out a scene in small groups or in front of the class.
- T encourages Ss to participate using simple dialogue and past simple verbs.
- The lion was hungry and screamed: I am hungry!
- Students discuss questions like:

- Was the rabbit clever or just lucky?
- What would you have done in the rabbit's place?

Pictionary – “Draw the Legend”

Groups draw a scene from a folktale; other teams guess the legend and describe what happened using past tense verbs.

Session 8

Regular and Irregular Verbs

- T shows Ss a colorful poster or picture of an event (a festival, a school race, a concert, or a natural event)
 - *What do you see in the picture?*
 - *Who was there?*
 - *What happened?*
 - *What did people do?*
- T gives Ss cards with action verbs in past simple (*played, danced, sang, helped, visited, cooked, watched, went, found, saw, ate, drank, ran*).
- Ss read the words aloud and sort them into categories: *regular* and *irregular verbs* on the board. In pairs or small groups, Ss choose 3–5 verbs from the cards and use them to describe the event in the picture.
 - Example: *People watched a parade and ate hotdogs.*
- Ss share their sentences or paragraphs with the class.
- T highlights good examples and reinforces the use of past simple verbs.

Session 9

My Short Story

- T guides Ss to write a short personal anecdote (about a funny, scary, or surprising experience) using the worksheet as a guide. The worksheet includes prompts such as *When did it happen?*, *Where were you?*, *Who was with you?*, and *What happened?*
- Ss work in pairs and read their anecdotes aloud to each other.
- Partners ask follow-up questions using past simple:
 - *When did that happen?*

- *What did you do then?*

- *How did you feel?*

- T asks Ss to underline past simple verbs in their anecdotes.
In pairs, they check each other's verbs and correct one or two errors.
- T reviews common mistakes on the board (use of was/were, regular endings, irregular verbs).
- Ss choose one anecdote (their own or a peer's) and act it out in pairs or small groups.
- Encourage them to use expressions and gestures.
- Class votes for the funniest, *most surprising*, or *most creative* story.

Worksheet Reference


 [MS_2ND_UNIT2.pdf](#)

















- Legends: pg. 3
- Past tense: pg. 4
- Folk tales: pg. 5 - 8
- Simple past: pg. 9, 11
- Anecdote: pg. 10
- Interview: pg. 12

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 use past tense verbs correctly, sequence story events, show creativity in dramatization, and reflect on interculturality.

Skill	<input checked="" type="checkbox"/>  Listening <input checked="" type="checkbox"/>  Reading
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	<ul style="list-style-type: none"> <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 Thanksgiving Japanese folk tale  VERBS .pdf <input checked="" type="checkbox"/>  Visual Aids (Poster, flashcards, chats, etc.) <input type="checkbox"/>  Digital Resources (websites, apps, videos, etc.) Thanksgiving folk tale <ul style="list-style-type: none">  Thanksgiving Story for Kids - The First Thanksgiving Cartoon for Children Kids Academy Thanksgiving <ul style="list-style-type: none">  Thanksgiving Story for Kids - The First Thanksgiving Cartoon for Children Kids Academy <input checked="" type="checkbox"/>  Realia <input type="checkbox"/>  Didactic Games
Classroom Interactive Patterns	<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
Assessment	<ul style="list-style-type: none"> <input 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.) <input type="checkbox"/> Unit Exams
Instructional Strategy / Activity Suggestions	

- Instructional Strategy:

Context Clues ▾ Read-Aloud ▾ Dictogloss ▾ Reading Comprehension ▾

Creative Writing ▾ Role Playing ▾

*Activities description:

Session 10

Folk Tales

- T gives some Ss a card with the name or picture of a folk tale (Mexican La llorona , Scottish Lach Ness Monster, Japanese, etc.).
- And others receive a card a statement describing it using past simple, Example; A woman cried near the river every night. A dragon lived in a lake and scared people.

Sentence Scramble – “Fix the Folktale”

Students reorder mixed-up sentences from a legend to rebuild the story correctly, using sequence connectors.

Reading and Verb Identification:

T invites Ss to read a Japanese folk tale called Mamotaro and has Ss underline the action words in the past tense.

- Story Analysis: T asks Ss to identify the main character, magical elements, the problem, and the solution in the story.
- Reading Aloud and Sequencing: T invites Ss to read the story aloud and then sequence the statements in the worksheet to reinforce understanding and past tense usage.
- Group Reflection – Interculturality: T encourages Ss to work in groups of 3 or 4 to discuss intercultural aspects of the story, comparing it with legends or folk tales from their own culture.
- Expressive Retelling: T asks Ss to retell the story to a partner using voices, gestures, and sound effects to make the story more expressive, engaging, and fun.

Session 11

Thanksgiving

- T shows Ss realia / pictures: pilgrims, Native Americans, turkey, harvest foods.
- T asks: *What do you know about Thanksgiving?*
- Ss share brief ideas in pairs.
- T presents a simplified Thanksgiving folk tale.
- Ss read aloud in pairs or small groups.
- Ss underline all the past tense verbs.
- Ss analyse the story and identify: Main characters, problem, solution, setting, time.
- Encourage Ss to write in their notebooks the story in simple sentences using past simple verbs and sequence words (*first, then, after that, finally*).
- Ss create a Mind Map in their notebook regarding Thanksgiving and answer the reflection questions

Session 12

Crossword Puzzle – “Thanksgiving Vocabulary”

Students complete a crossword with Thanksgiving vocabulary.

I’m Thankful for...

- T has a quick review of past tense verbs from the Thanksgiving story.
- T asks Ss to recall main events and characters.
 - Dramatization – Story Performance
- Divide Ss into small groups (3–4).
 - Each group acts out the story using props or gestures.
 - T encourages Ss to put emphasis on voices, sound effects, and expressive gestures. Each group performs for the class.
 - T encourages Ss to do a Creative “Thankful For” Activity
- Ss brainstorm and write 3–5 things they are thankful for, e.g., family, friends, school, pets.
Ss share with a partner or small group using past tense where possible:
Last year, I was thankful for my family because...
- *Today, I am thankful for _____ because...*

Thankfulness Wall

- Optionally, create a class “Thankfulness Wall” with drawings, photos, or sticky notes.
- Story Retelling
- Ss retell the folk tale in pairs, using past simple verbs and including gestures or props.
 - Encourage adding their own creative twist, e.g., funny dialogue, sound effects, or a new ending.
 - Reflection and Intercultural Awareness
- *Why do we celebrate Thanksgiving?*
What are the similarities and differences with celebrations in your country?
Ss share orally in pairs or groups.

Worksheet Reference



- Folk Tales: pg. 13 - 14
- Thanksgiving: pg. 15 - 16
- Mind Map: pg. 17

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: Ss will be able to write folk tales using the simple past tense, self-evaluate their learning with present perfect expressions, revise and improve their stories based on feedback, and compile a creative and accurate anthology of folk tales as their final project.

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 type="checkbox"/> 📖 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.) <input checked="" type="checkbox"/> PDF VERBS .pdf <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 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.) <input checked="" type="checkbox"/> Unit Exams
<p>Instructional Strategy / Activity Suggestions</p>	
<ul style="list-style-type: none"> • Instructional Strategy: <ul style="list-style-type: none"> Read-Aloud ▾ Reading Comprehension ▾ Show and Tell ▾ Creative Writing ▾ <p>*Activities description:</p> <p>Session 13</p>	

Start Creating an Anthology

- T invites ss to gather in groups of 4 and as a team choose 3-4 folktales or legends they liked best for their anthology. T precises to include texts from all the continents so that their anthology will be more representative of the diverse cultures where English is spoken.
- It's important to have it organized into the following sections:
 - Front Page: School name, teacher, group, and project title.
 - Index: List of contents.
 - Contents: Collection of folktales and legends in English.
 - Conclusions: Group reflection on the importance of literature and its link to national identity in English-speaking countries.
 - Comments: Feedback from the school community after the "Broadcasting" presentation.
 - Sources: Books, magazines, or websites listed alphabetically.
- Ss in teams write their folktale according to the reading a folktale template

Session 14

Story Illustration – "Draw and Describe"

- Students illustrate one story from their anthology and write a 3–4 sentence caption describing the scene in past tense.
- T guides Ss to write their first anthology draft, review its elements, and reflect on their work using present perfect expressions.
- Compile all the information using the folk tales templates T has Ss work on the Illustration Template and retelling notes.
- Finally they work on their Anthology Cover.

Session 15

Peer Editing Carousel – "Read and Rotate"

- Groups rotate their drafts among teams, read each other's folktales, and give one suggestion for improvement using a checklist.
- Ss exchange their first anthology drafts with another group to give and receive feedback. Then, they correct and finalize their anthology and decide on a creative presentation format for sharing with the school community.
- Ss choose one or two stories from their anthology to present.

- In small groups, Ss practice telling the stories aloud, adding:
 - Voices, gestures, sound effects
 - Past tense verbs and sequence words

Worksheet Reference


 [MS_2ND_UNIT2.pdf](#)

- Folk Tales: pg. 18 - 19
- Retelling: pg. 20
- Anthology: pg. 21 - 22

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 present their folk tales to the community, sharing their final stories from the anthology project. They will be able to use clear pronunciation and expression to engage the audience, demonstrating creativity, language accuracy, and confidence in their oral presentation.

<p>Skill</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 🎧 Listening <input type="checkbox"/> 📖 Reading <input type="checkbox"/> 📝 Writing & Language Structure <input 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.) <p> VERBS .pdf</p>

	<input type="checkbox"/> 🖥️ Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/> 📌 Realia <input type="checkbox"/> 🎮 Didactic Games <input type="checkbox"/> worksheet
Classroom Interactive Patterns	<input 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:

Context Clues ▾
Presentation ▾
Tic Tac Toe ▾
Find Someone Who ▾
Charades ▾
Prompts ▾

*Activities description:

Session 16

Tic Tac Toe – “Grammar Challenge”

Teams play Tic Tac Toe; to win a square, they must use a past tense verb or sequence connector correctly in a sentence.

Present Perfect

Each student completes a self-evaluation individually, writing sentences in the present perfect to reflect on what they have achieved, learned, and improved in the project. T prompts Ss to write their reflections in their notebooks and encourages them to

polish their presentations.

Find Someone Who – “Who Wrote This Legend?”

Students ask classmates questions to find out details about other teams' anthologies.

Session 17

Gallery Walk – “Our Anthology Exhibition”

Students display their anthologies and walk around with a checklist to evaluate other teams' work.

Presentation

Ss present their stories to the community

Session 18

Reflection Journal – “My Learning Journey”

Ss present their stories to the community After the presentations, Ss share what was the most meaningful part of the unit. Students write in their notebooks using prompts: *I have learned... I enjoyed... I want to improve...*

Charades – “Guess the Legend”

A fun closing game where students mime scenes from any legend presented during the project.

Worksheet Reference



- Self-Reflection: pg. 23