



INSTRUCTIONAL GUIDE 2ND GRADE MIDDLE SCHOOL 2025-2026

Unit 3

GRADE	2nd Grade Middle School ▾
PERIOD	2nd Period ▾
UNIT	3 ▾
TERM	January 12th - February 27th
TOTAL OF SESSIONS	7 weeks -21 sessions
LEARNING OBJECTIVE	Ss will be able to understand and tell the legend of <i>La Llorona</i> by describing past events and actions in progress during a surprising event in the story. They will also use the present perfect to talk about previous experiences with legends, fears, or cultural celebrations. Finally, they will produce an artistic proposal (visual, musical, dramatic, or digital) that blends artistic elements with the legend's themes and characters, creating an original and personal interpretation.

	Project	The Arts: A Path to the Expression of Our Environment (pages 160-167)
	Product	Artistic Assembly Proposal (Art work description)
	Content	Linguistic diversity and its forms of expression in Mexico and around the world. ▾

NEM		<p>Use of various English-language texts that promote language preservation and conservation. ▾</p> <p>Artistic and cultural manifestations within the English language ▾</p> <p>Narratives in English that convey meaningful family, school, community, and social events. ▾</p>
	LDP (Learning Development Process)	<p>Understands narrative and biographical texts in English about everyday life, interaction styles, ... ▾</p> <p>Selects an artistic or cultural expression and shares it in English using various artistic elements an... ▾</p> <p>Conducts research and formulates proposals in English aimed at conserving and preserving la... ▾</p> <p>Investigates a significant event from family, school, or community life, drawn from collective m... ▾</p>
	Articulating Axes	<p>Inclusion ▾ Critical thinking ▾ Critical interculturality ▾</p> <p>Cultural appropriation through reading and writing ▾ Arts and aesthetic experiences ▾</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> <p>A1. Ss can understand news or simple messages that started in the past and still going on.</p> <p>A1. Identify sequence and key events in past-tense stories.</p> <p>A1. Follow instructions for artistic project steps (preparing materials, rehearsing, designing).</p> <p>A2. Can understand phrases and expressions related to personal stories, cultural topics, and artistic descriptions.</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> <p>A1. Understand short past-tense narratives.</p> <p>A1. Identify differences between text types (legend vs. fable vs. biography).</p> <p>A2. Can understand short stories and extract specific information from narrative texts.</p>
	Writing	<p>A1. Ss can write what they did and what they were doing at a certain time, at the weekend or on</p>

	<p>their last holiday.</p> <p>A1. Ss can narrate anecdotes.</p> <p>A1. Ss can write activities that started in the past and still going on.</p> <p>A1. Write short narratives or retellings of texts using past verbs.</p> <p>A2. Can write connected sentences describing events, experiences, or cultural practices with basic justification.</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 describe 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 ask and answer simple questions and express activities that started in the past and still going on.</p> <p>A1. Participate in group discussions</p> <p>A1. Retell parts of a story using simple past and narrative connectors.</p> <p>A2. Can give a simple description or narrative of events, comparing versions or interpretations.</p>
Grammar & Language Structure	<ul style="list-style-type: none"> ● Simple Past (review + expansion): Used for: narrating the legend, describing past events ● Past Continuous (optional reinforcement): Used for setting scenes in narratives ● Present Perfect (new): Used to express continuation, relevance, cultural survival ● Use Present Perfect with Y/N and WH questions: "Has la Llorona found peace in 300 years?", "Why has she not found peace?" ● Sequencing & narrative connectors: first, then, after that, finally, meanwhile, suddenly, in the end ● Collocations with make: make a plan / a sketch / a decision / progress / a draft ● Verbs to describe the steps in a project: Read, brainstorm, listen, remember, set, identify, evaluate, prepare
Vocabulary	<ul style="list-style-type: none"> ● Arts & Creative Expression: materials: clay, paint, brush, ink, fabric, canvas, paper, charcoal / artistic actions: sketch, draw, carve, perform, rehearse, illustrate, design ● Narrative & Literary Terms: legend, myth, folk tale, fable, tragedy, theme, moral / oral tradition, cultural context, characterization, narrator, setting, plot, climax

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 12th - January 16th

Achievement: Ss will recall key vocabulary and will use the Simple Past to describe previous experiences with cultural legends, establishing a connection to the unit's final project.

Skill	<ul style="list-style-type: none"><input checked="" type="checkbox"/> 🎵 Listening<input checked="" type="checkbox"/> 📖 Reading<input type="checkbox"/> 📝 Writing & Language Structure<input type="checkbox"/> 🗣️ Speaking
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, charts, etc.)<input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)<input type="checkbox"/> 🗑️ Realia<input checked="" type="checkbox"/> 🎲 Didactic Games
Classroom Interactive Patterns	<ul style="list-style-type: none"><input type="checkbox"/> 🏠 Whole Group<input type="checkbox"/> 👥 Small group work<input checked="" 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 checked="" 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	
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Instructional Strategy / Activity Suggestions

- Instructional Strategy:
Context Clues ▾ Bingo ▾ Crossword Puzzle ▾
- Activities description:

Session 1

- Ss brainstorm about the legends in their region/Mexico.
- T asks Ss about the different versions that they know of "La Llorona" in Mexico.
- Ss recognize the vocabulary related to "La Llorona" legend.
- Ss play bingo using the vocabulary.(p.1)

Session 2

- T reviews **Simple Past Verbs** (regular / irregular) through examples.
- Ss solve a **wordsearch** of Simple Past Verbs.(p.2)

Session 3

- T presents Unit project and **evaluation rubric** for the product. (evaluation folder 1-3)
- T shows examples of products through images.
- Ss clarify doubts about the options to do the project (digital blog post: Google Sites, Padlet, Canva or physical poster)

Worksheet Reference

 [MS_2nd GRADE_U3_ ACTIVITIES.pptx.pdf](#)

 [MS_2nd GRADE _U3_ evaluation.pptx.pdf](#)

- Bingo pg. 1
- Wordsearch pg. 2
- Rubric pg. 1,2, 3 (Evaluation folder)

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

Suggested Time Frame: January 19th - January 30th

Achievement : Ss will identify sentences using the Past Continuous tense, distinguishing it from the Simple Past when describing events in the La Llorona legend.

<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 p129 <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.) <input checked="" type="checkbox"/> 📺 Ghost Guide: Beware the Cries of La Llorona - Ghost Story Time // Something Scary Snarled <input type="checkbox"/> 🖍️ Realia <input type="checkbox"/> 🎲 Didactic Games <input checked="" type="checkbox"/> 🎧 Audio Diego meets la Llorona
<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 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 Strategy:

Listening and drawing ▾ Sentence Scramble ▾ Reading Comprehension ▾ Fill in the Blanks ▾

- Activities description:

Session 4

- T chooses 5 volunteers to guess and draw on the board characters or items from La Llorona legend while T reads some descriptions. (p.3)
- Ss listen and answer **yes/no questions** about La Llorona. (p.4)
- Ss create a drawing of their own version of a scene of La Llorona legend.

Session 5

- Ss watch a **video** about La Llorona legend. [▶ Ghost Guide: Beware the Cries of La Llorona - Ghost Story Time // Something S...](#)
- Ss share their personal experience or some relatives with this character (La Llorona).
- Ss **unscramble questions** about La Llorona legend. (p.5)
- Ss ask and answer the questions orally.

Session 6

- T plays with Ss "Od one out" , T invites to decide which word is the "odd one out" and justify their reasoning (e.g.,bridge, lake,woman, mountain . woman is the odd one out because the other words are places and "woman" is a person)
- Ss listen to the audio "**Diego meets La Llorona**".
- Ss label the vocabulary of the audio. (p.6)
- Ss answer some questions. (p.6)
- Students work in pairs to compare their answers and confirm the correct ones.

Session 7

- T explains WH-Questions through examples.
- Ss listen to the audio “**Diego meets La Llorona**” again.
- Ss complete an **organizer chart** using questions words (WHO, WHAT, WHERE, WHEN, WHY, HOW).
- In pairs, students exchange information about the audio through WH-questions and present their performance to the class.

Session 8

- Ss read the text “**Diego meets la Llorona**” and circle the verbs in Simple Past tense.
- Ss read the sentences and decide if they are **TRUE or FALSE**.
- Ss correct the false sentences in their notebooks using information from the text and share them with the rest of the class.
- In pairs, students retell a short part of the story using verbs in the Simple Past.

Session 9


- T explains Past Continuous and the use of WHILE and WHEN. T gives some examples.
- Ss read the text “**Diego meets la Llorona**” again and have a reading comprehension activity. (p.8)
- Ss read and complete sentences using verbs in Past Simple or Past Continuous. (p.9)
- Ss solve the quiz What were you doing when...? Quiz (Evaluation folder pg.5)
- Ss solve the quiz What happened yesterday? Quiz (Evaluation folder pg.6)
- In teams of four Ss create short written and oral mini-stories before sharing their results with the class.

Worksheet Reference

 [MS_2nd GRADE_U3_ ACTIVITIES.pptx.pdf](#)

 [MS_2nd GRADE_U3_ evaluation.pptx.pdf](#)









- Worksheet Descriptions pg. 3
- Yes/No questions pg. 4

- Unscramble questions pg. 5
- Audio "Diego meets La llorona"  Diego meets La Llorona.mp3
- La llorona vocabulary worksheet pg. 6
- Wh questions pg. 7
- True/False pg. 8
- Reading comprehension pg. 9
- What were you doing when...? Quiz (Evaluation folder pg.5)
- What happened yesterday? Quiz (Evaluation folder pg.6)

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

Suggested Time Frame: February 2nd - February 13th

Achievement: Ss will demonstrate control over sequence adverbs and regular/irregular verbs by completing structured interviews and producing coherent short narrative paragraphs.

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 type="checkbox"/>  Textbook <input checked="" type="checkbox"/>  Notebook <input checked="" type="checkbox"/>  Worksheet <input checked="" type="checkbox"/>  Visual Aids (Poster, flashcards, charts, etc.)

	<input checked="" type="checkbox"/> 🖥️ Digital Resources (websites, apps, videos, etc.) <input type="checkbox"/> 🖍️ Realia <input checked="" type="checkbox"/> 🎮 Didactic Games
Classroom Interactive Patterns	<input checked="" type="checkbox"/> 🏠 Whole Group <input type="checkbox"/> 👥 Small group work <input checked="" 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 checked="" 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 ▾
Listening sequence ▾
Fill in the Blanks ▾
Other ▾

*Activities description:

Session 10

- T explains the difference between regular and irregular verbs and the -ed rules. Ss watch a chart as a visual aid.
- Ss read the **text “La llorona legend”** and underline verbs in past tense.(p.10)
- Ss write the verbs they found on board until they complete it.
- Ss answer the chart below the text and identify if the verb is regular or irregular and in what tense it is.

Session 11

- Ss match **word cards** with **picture cards** on board.
- Ss play a **memory game** to review the vocabulary.
- Ss watch the video about La Llorona again to check vocabulary.
- Ss complete sentences using the vocabulary and discuss with a partner about the legend.(p.11)

Session 12

- T explains the sequence adverbs through examples using posters or flashcards on the board.
- T gives some students a sentence from the story of *La Llorona* and asks them to stand and arrange themselves according to the correct sequence.
- T ask volunteers to say the sequence word (first, next, then, finally).
- Ss read random **sentences** about the legend “La Llorona” in a piece of paper
- Ss reread sentences, and order the sequence of events using the sequence adverbs. (p. 12)
- Ss create their own timeline about their life or recent events using the sequence adverbs.

Session 13

- T explains the **present perfect tense rules** (have / has + verb in participle tense).
- Ss have a whole group interactive pattern; Ss take a piece of paper with verbs in present, simple past and past participle tense, and then, Ss try to find the verb group to make teams.
- In teams, Ss read the sentences and use the correct form of the Present Perfect tense for the verb provided in the parenthesis. (p.13)

Session 14

- T shows students interview cards with prompts such as “**Have you ever heard someone scream like La Llorona?**” and “**Have you ever visited a river at night?**”
- Ss write affirmative and negative sentences based on the responses: Yes, I have/ No, I haven't (p.14)
- Ss discuss the most common responses and create a bar graph in their notebooks.
- Ss complete the quiz (evaluation p.7)

Session 15

- T reviews the connectors: *first, then, after that, suddenly, finally.*

- Ss read the origami instructions in random order (p. 15).
- In pairs, Ss sequence the instructions using the connectors and write them in their notebooks
- Ss follow the instructions to make a paper boat origami and decorate it according to their creativity

Worksheet Reference

 [MS_2nd GRADE_U3_ ACTIVITIES.pptx.pdf](#)

 [MS_2nd GRADE_U3_ evaluation.pptx.pdf](#)

- La llorona legend (regular/irregular verbs chart) pg. 10
- Key words worksheet p. 11
- Timeline (sequence words) pg. 12
- Present perfect tense p.13
- Interview time worksheet pg. 14
- Origami pg. 15
- Present perfect. Quiz (Evaluation folder) pg.7

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 16th - february 20th

Achievement Objective: Ss will produce an artistic proposal (visual, musical, dramatic, or digital) that blends artistic elements with the legend's themes and characters, creating an original and personal interpretation.

<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, charts, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <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 checked="" type="checkbox"/> Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.) <input checked="" type="checkbox"/> Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Word Association ▾ Show and Tell ▾ Context Clues ▾ Crossword Puzzle ▾ Fill in the Blanks ▾

*Activities description:

Session 16

- In pairs Ss get two connector cards and two instruction cards.
- Ss must match **one connector + one instruction** correctly.
- Both Ss get one extra point if they say the sentence aloud correctly.
- T plays horror sounds from **La Llorona**, and students say how they felt when they heard her. T says I feel scared. I have **goose bumps**. T mimics the meaning and says *I felt scared and la Llorona felt heartbroken.*
<https://youtu.be/JuPw81rhbeg?si=f1TsPC4ZuAienQ>
- T introduces adjectives to describe emotions (guilty, terrified, shocked, confused, lost, heartbroken, etc.).
- Ss **match emotions** with pictures. (p.16)
- Ss read incomplete sentences describing how different characters felt in La Llorona legend.
- In pairs, Ss complete the sentences using the vocabulary of emotions.

Session 17

- T shows a descriptive text structure as a model and explains the main elements. (p.17)
- Ss write a **descriptive paragraph** in their notebooks about their favorite or scariest part of the legend as the **first draft** of a blog entry.
- Students share their descriptions in pairs.
- T provides **individual feedback**, focusing on grammar accuracy and meaning.
- Students revise their draft in class.

Session 18

- T encourages students to think about their final product, asks guiding questions, and monitors teams as they work.
- In teams of four, students read the steps to prepare their **La Llorona** artistic project. (Evaluation folder pp.1-3)
- They decide if they will make a **drawing, painting, or performance**.
- They choose a format: **digital blog post, poster, or scene**.
- They plan the layout using **text and images** for the final product.

Worksheet Reference

 [MS_2nd GRADE_U3_ACTIVITIES.pptx.pdf](#)

 [MS_2nd GRADE_U3_evaluation.pptx.pdf](#)

- Emotions worksheet pg. 16
- Video: Terrifying sounds of La Llorona  [The Terrifying Sounds Of La Llorona](#)
- Descriptive paragraph pg. 17
- Rubrics and aspects to follow for project (Evaluation folder pp. 1-3)

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

Suggested Time Frame: February 23rd - February 27th

Achievement: Ss will present and evaluate their original artistic proposal, effectively using the Past Tenses and Present Perfect to retell or contextualize the legend and verbs to describe the steps in a project.

<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 type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <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 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 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"> Presentation Other • Activities description: 	

Session 19

- Ss present their art work description to the class in short exhibitions (1–2 minutes). Optional: Gallery walk where students circulate and read others' work.
- T and Ss give positive feedback showing the stick that they consider according to the rubric of the project.

Session 20

- Ss complete a reflection sheet: What did I learn? Which tense is easiest/hardest for me? What did I enjoy about the project?.
- Ss **autoevaluate** their own project.
- Ss discuss about how legends like La Llorona help explore cultural identity and storytelling in English.


Session 21

- Ss solve a Unit Exam about the content of the unit. (evaluation folder pp.8-10)

Worksheet Reference

 [MS_2nd GRADE_U3_ACTIVITIES.pptx.pdf](#)

 [MS_2nd GRADE_U3_evaluation.pptx.pdf](#)

- Descriptive paragraph pg. 18
- Reflection about my photograph pg. 19
- Co Evaluation sticks pg. 20
- Unit Exam (Evaluation folder) pp. 8, 9 and 10
- Unit Exam Audio The Strange Night at the lake  [The Strange Night at the Lake.mp3](#)