



INSTRUCTIONAL GUIDE 3RD GRADE MIDDLE SCHOOL 2025-2026

Unit 2

GRADE	3rd 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 research, organize, and share information about a historical character's professional career (such as a president, singer, painter, dancer, or sculptor) from an English-speaking country, recognizing their contributions to society and culture through a Lapbook presentation that integrates the four language skills.

NEM	Project	Social Media and Their Importance in the Transmission of Current Cultural and Artistic Manifestations (From Projects and readings book, Pages 174 - 183)
	Product	Lapbook. Investigate an artist's professional career (singer, painter, dancer, sculptor) from an English-speaking country.

	Content	<p>Cultural, linguistic, and artistic expressions in English that promote intercultural understanding. ▾</p> <p>Artistic and cultural manifestations within 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>Creates scripts in English that address c ▾</p> <p>Creates short poems from aesthetic resources of the English language in oral and written prod... ▾</p> <p>Researches and recovers cultural and artistic expressions from their community to share them i... ▾</p> <p>Recovers a significant historical community event and produces an oral and written text in Eng... ▾</p>
	Articulating Axes	<p>Cultural appropriation through reading and writing ▾ Critical interculturality ▾</p> <p>Arts and aesthetic experiences ▾</p>

CEFR SKILLS	Listening	<p>A2. Ss can understand short simple messages from events in the past.</p> <p>A2. Ss can understand short simple messages from friends telling a story.</p> <p>A2. Ss can follow the sequences of a past event.</p>
	Reading	<p>A2. Ss can understand very short, basic descriptions of past activities, and personal experiences,</p> <p>A2. Ss can understand news or simple messages that started in the past and are still going on.</p> <p>A2. Ss can understand very short, basic descriptions of past activities, and personal experiences, for example a recent holiday</p>
	Writing	<p>A2. Ss can write a short anecdote.</p> <p>A2. Ss can write simple questions about a past event.</p> <p>A2. 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>A2. Ss can narrate anecdotes.</p>

Speaking	<p>A2. Ss can ask and answer simple questions about a past even</p> <p>A2. Ss can narrate anecdotes.</p> <p>A2. Ss can ask and answer simple questions and express activities that started in the past and are still going on.</p>
Grammar & Language Structure	<ul style="list-style-type: none"> ● Review of present perfect: "The use of internet has become increasingly relevant", "It has become normal for the so-called trends to impact their personalities" ● Affirmative, negative and interrogative form
Vocabulary	<ul style="list-style-type: none"> ● Vocabulary to talk about interculturality: interaction, diversity, acquire, enrich, integrate, mosaic, traditions, garments, social media ● Vocabulary to make a presentation: "We are going to talk about...", "The following presentation is about..." "First, let's talk about...", "Let's move on to...", Next, let's discuss..." "In conclusion, we can say that..." ● Feelings ● Emotions ● Review of comparatives and adjectives to describe peoples' personalities ● Vocabulary to express feelings about social media: approval, disapproval, rejection, interest, attraction, anger.

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: S will be able to identify and classify different professions (painter, singer, dancer, sculptor, president) related to art, culture, and history. Ss will be able to recognize what a lapbook is, its purpose, and how it helps organize and present information creatively.

<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 type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 📄 VERBS .pdf <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) Creative English Lapbook Ideas for Kids TikTok Creativos Ideas de Lapbook en Inglés TikTok Ideas creativas para Lapbook en inglés TikTok <input type="checkbox"/> 🖍️ Realia <input type="checkbox"/> 🎲 Didactic Games <input checked="" type="checkbox"/> 📄 Worksheet <ol style="list-style-type: none"> 1. Venustiano Carranza-Worksheet 1 2. Quiz 1 3. What is a lapbook?-Worksheet 2
<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

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

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Context Clues ▾
Word Association ▾
Read-Aloud ▾
Word Wall ▾
KWL Chart ▾
Simon Says ▾
Find Someone Who ▾
Show and Tell ▾

*Activities description:

Session 1

KWL Chart – “Social Media & Art”

Ss fill K (know) and W (want to know) about social media's role in cultural/artistic dissemination.

Picture Match – “Who's Who?”

Students identify people and match pictures with their professional field.

Charades – “Guess the Artist Type”

Students act out artistic professions; peers guess using simple sentences.

Read-Aloud & Note-Taking – “Venustiano Carranza Biography”

Ss listen and take notes considering beginning, development, and conclusion.

Carranza biography and take notes in their notebook while T presents it considering beginning, developing and conclusion.

Session 2.

Simon Says – “Act Like an Artist”

TPR activity to introduce verbs/actions (paint, dance, sing, sculpt) and activate vocabulary.

Word Wall – “Art and Media Words”

Introduce key vocabulary (artist, gallery, trend, post) with visuals or flashcards.

Quiz – “Check What You Learned”

Ss complete a quiz about the history in the lapbook that T presents last session.

Session 3.

Find Someone Who – “Social Media Habits”

Students walk around asking classmates questions like *Do you follow an artist online?*

Show and Tell – “My Favorite Post”

Students describe (in English or mixed language) a favorite online cultural or artistic post.

Video & Infographic – “Lapbook Exploration”

Ss watch three videos about lapbooks. Ss relate the lapbook parts into an infographic worksheet to know how to do it correctly for the Unit project.

[Worksheet Reference](#)




- Lapbook: 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 describe facts in a biography and explain what the character was doing at a specific moment using the past continuous tense

<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 Venustiano Carranza-Worksheet 1 Wordcards <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.)  VERBS .pdf <input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input type="checkbox"/> 🖍️ Realia <input type="checkbox"/> 🎲 Didactic Games <input checked="" type="checkbox"/> 📇 Flashcard
<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 Strategy:

Context Clues ▾

Word Association ▾

Prompts ▾

Listening and drawing ▾

*Activities description:

Session 4.

Read-Aloud – “Who Is This Artist?”

Teacher reads short biographies; students identify main facts using context clues.

Underline & Color – “Grammar Focus in Text”

Ss underline was/were, simple past verbs in the Carranza text using colors, for example: where he was born, where he.... to identify was/were use. Ss share sentences with was/were in a speaking activity.

Sharing Sentences – “Grammar Speaking Practice”

Ss orally share sentences using was/were.

Session 5

Running Dictation – “Biography Relay”

Teams read short paragraphs posted on the wall and write them down collaboratively.

Verb Matching – “Past & Present Forms”

Match verbs on the board, copy chart in notebook.

Ss match on the board the following verbs with their present tense forms on a chart using word cards (was born, took, was, fought, made, created, include, killed). Ss copy the chart in their notebook.

Session 6

Flashcards / TPR – “Life Cycle & Sequence

Ss look to a flashcard of the “life cycle of the butterfly to understand sequence adverbs . Students listen carefully to the sequence describing how to wash hands in five steps.

While listening, they draw each step. A compilation is made on the board to unify the steps, and then everyone writes the final, unified steps in their notebooks to make sure they use sequence adverbs and an image for each one.

Session 7

Past Progressive Practice – “While... I Was...”

Ss listen to some examples of Past Progressive (was/were + -ing) about actions that were in progress at a specific moment in the past (e.g., While he was studying, he was also working...).

The whole group creates 3 examples on the board and then each S writes another 2 examples by themselves.(for example: While I was playing soccer, I broke my leg).

Session 8

Read-Aloud – “Who Is This Artist?”

The teacher reads short biographies; Ss identify main facts using context clues.

Ss prepare the final version of their 'Personal Biography', following the structure of Carranza's biography and applying all the grammatical elements learned: was/were (where they were born/were located), Simple Past (completed actions), Past Progressive (ongoing actions), and Sequence Adverbs (to order the events chronologically). In pairs, they check their work.

Context Clues – “Guess the Word!”

Infer meaning of underlined vocabulary.

Session 9

Running Dictation – “Biography Relay”

Teams read paragraphs posted on wall, run, and write them collaboratively.

Students make an oral presentation of their biography, handing in a poster, they must highlight the learned grammatical structures and use an image for support.

Memory Game – “Artist + Art Form”

Match cards of artist and field (Picasso – painter).

Worksheet Reference

 [MS_3RD_UNIT2.pdf](#)

- Past tense: pg. 3
- Butterfly life cycle: pg. 4

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

Suggested Time Frame: December 1st -5th

Achievement: Students will be able to order historical events using sequence words (first, then, next, after that,, finally) and write them in their notebooks, and ask and answer WH questions about a character's biography, using simple past and past continuous to describe actions.

<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 WS Characters biographies for those Ss who don't have it for the activity. Worksheet Timeline questions. Worksheet Mexican revolution timeline <input type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input checked="" type="checkbox"/> 📄 VERBS .pdf <input 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 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)

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

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Read-Aloud ▾
Reading Comprehension ▾
Prompts ▾
Listening sequence ▾
Word Association ▾
Role Playing ▾
Realia Strategies ▾

*Activities description:

Session 10

Sentence Scramble – “Build the Biography”

Students reorder mixed-up sentences from an artist's biography to form a coherent paragraph.

Exchange Biographies

Ss in teams of 3 Ss exchange the biographies of their characters and read them.

Ss identify was-were structure and simple past verbs in the texts.

Ss select the most important events of each character (4-5 events).

Timeline Creation

Ss create a Timeline with the previous information for each character.

Session 11

WH Questions – Interview Partner

Ss in pairs ask to their partner Wh questions regarding the biography and register their answers.

Word Association – “Feelings About Art”

Link words like inspired, proud, amazed to artworks or situations.

Role Playing – “Interview with an Artist”

In pairs, one student acts as journalist, the other as artist; practice asking and answering questions.

Session 12**Sequence Events**

Individually, Ss order the sequence of events of the Mexican Revolution, paste them in their notebook and include the sequence words.

Realia / Timeline Tokens

Use physical objects or pictures to place events in an artist's life along a classroom timeline.

[Worksheet Reference](#)

 [MS_3RD_UNIT2.pdf](#)

- Timeline: pg. 5 - 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: December 8th -12th

Achievement Objective: Students will be able to analyze a biography, select six important events, organize them in a diagram, and create a lapbook presenting the character’s life and achievements using past continuous and sequence words

<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"/> 📄 VERBS .pdf <input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input type="checkbox"/> 🖍️ Realia <input type="checkbox"/> 🎲 Didactic Games <p>13. Organizer diagram worksheet</p>
<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 type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes

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

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Read-Aloud ▾ Reading Comprehension ▾ Creative Writing ▾
Prompts ▾ Presentation ▾ Pictionary ▾

*Activities description:

Session 13

Creative Writing Prompt – “The Day I Met the Artist”

Write a short imaginative anecdote involving the chosen artist.

Pictionary – “Art in Action”

Groups draw artistic actions (dance, paint, perform); peers guess and describe.

Ss read again the biography of their character. Ss analyze and choose six important events to make an organizer diagram.

Session 14 – 15

Letter Writing – “Dear Artist...”

Students write a letter expressing admiration or asking questions about the artist's work.

Pictionary – “Art in Action”

Groups draw artistic actions (dance, paint, perform); peers guess and describe.

Manipulatives – Lapbook Assembly

Ss bring the material (images, cardboard, markers, colored sheet papers, scissors, ruler, etc.) and organize the information from the diagram to make a lapbook.

Presentation Practice – “Behind the Scenes”

Rehearse oral presentation using sequence expressions and visual cues.

Worksheet Reference

 [MS_3RD_UNIT2.pdf](#)

- Graphic Organizer: pg. 8

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: Ss will be able to present their lapbook orally, and complete a self-evaluation to reflect on their learning and use of past continuous and sequence words, they will be able to analyze and evaluate their classmates' lapbooks, identify key elements using a checklist.

<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"/> 📄 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 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

Lapbook Co-Evaluation Rubric 1

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Read-Aloud ▾ Prompts ▾ Presentation ▾

Find Someone Who ▾ Bingo ▾

*Activities description:

Session 16

Gallery Walk – “Lapbook Exhibition”

Students display their Lapbooks and walk around, noting interesting facts.

Ss get in teams of three and interchange their lapbook to read about their characters in six important moments. Students complete a checklist to clearly identify the lapbook elements that should be included in their final project.

Session 17

Find Someone Who – “Who Made It?”

Students ask classmates questions to discover details about other projects.

Peer Feedback – “Stars and Wishes”

Give one positive comment (star) and one suggestion (wish) for improvement.

Ss do co-evaluation with a classmate and present their lapbook orally. Ss use a rubric to support their opinion.

Session 18

Reflection – “My Learning Journey”

Students complete a short reflection sheet about what they learned and how art helps people.

Ss complete a self evaluation chart about their lapbook project.

Bingo – “Feelings & Art”

Play Bingo with emotions and art-related vocabulary (e.g., proud, amazed, dancer).