



INSTRUCTIONAL GUIDE 3RD GRADE MIDDLE SCHOOL 2025-2026

Unit 3

GRADE	3rd 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 explore cultural traditions by talking about their experiences and explaining how each tradition is celebrated. They create a short video where they narrate the tradition, express how important traditions are for their community and personal self-care, and share their opinion using images, illustrations, or recorded segments to support their message.

NEM	Project	Traditions(From Projects and readings book) Pages 26 - 31
	Product	Short Video A short video narrating and expressing your opinion about a cultural tradition, using images, illustrations, or recordings.
	Content	Linguistic diversity and its forms of expression in Mexico and around the world. ▾

		<p>Cultural, linguistic, and artistic expressions in English that promote intercultural understanding. ▾</p> <p>Narratives in English that convey meaningful family, school, community, and social events. ▾</p> <p>The use of English as a medium for expressing sensations, emotions, feelings, and ideas related ... ▾</p>
	LDP (Learning Development Process)	<p>Uses various types of texts and media to express and disseminate cultural and linguistic practic... ▾</p> <p>Creates scripts in English that address conflict situations resolved through assertive and intercult... ▾</p> <p>Recovers a significant historical community event and produces an oral and written text in Eng... ▾</p> <p>Researches and recovers cultural and artistic expressions from their community to share them i... ▾</p>
	Articulating Axes	<p>Arts and aesthetic experiences ▾ Cultural appropriation through reading and writing ▾</p> <p>Critical interculturality ▾ Critical thinking ▾ Inclusion ▾</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> <p>A2. Ss can follow short, simple spoken explanations about past events and cultural practices.</p> <p>A2. Understand short oral narratives when spoken clearly.</p> <p>A2. Identify key events, steps, and sequence.</p>
	Reading	<p>A1. Ss can understand news or simple messages that started in the past and 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> <p>A2. Ss can understand short past stories about familiar subjects if the text is written in simple language.</p> <p>A2. Understand short texts describing the origins, meanings, and evolution of traditions.</p>

	<p>A2. Distinguish between past actions and traditions that continue today.</p> <p>A2. Identify opinions and arguments in short informational texts.</p> <p>A2. Can understand short narrative and factual texts about familiar topics.</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> <p>A2. Write short narratives about the origin or steps of a tradition (simple past).</p> <p>A2. Use connectors (first, next, after, finally).</p> <p>A2. Use present perfect correctly with for/since and just/yet/already.</p> <p>A2. Can write connected sentences narrating events and giving opinions.</p>
Speaking	<p>A2. Ss can ask and answer simple questions about a past event.</p> <p>A2. Ss can describe what they did at the weekend or on their last holiday.</p> <p>A2. Ss can ask and answer simple questions and express activities that started in the past and still going on.</p> <p>A2. Ask and answer questions about past events.</p> <p>A2. Narrate using simple past and sequencing.</p> <p>A2. Express opinions for or against traditions using appropriate phrases.</p> <p>A2. Can give descriptions and express viewpoints about cultural events.</p>
Grammar & Language Structure	<ul style="list-style-type: none"> ● Simple Past (regular + irregular): Used for: narrating the origin, steps, and meaning of a tradition <ul style="list-style-type: none"> - E.g. People began this tradition 200 years ago. / Families celebrated it every winter. ● Present Perfect (affirmative + negative + questions)Used for: cultural continuity, opinions, changes <ul style="list-style-type: none"> - E.g. This tradition has brought families together. / We have celebrated this festival for generations. - E.g. "How long have piñatas existed in México?"Present perfect using prepositions "Since and For" "Piñatas have existed for a long time" - Different structures to express suggestions with auxiliary should: In my opinion, I think, I

		<p>believe</p> <ul style="list-style-type: none"> ● Introduce adverbs "just, yet and already" with present perfect ● Use of: <ul style="list-style-type: none"> - Just: Something happened a short time ago. (E.g. I've just arrived at the restaurant) - Yet: Something hasn't happened, but is expected to happen (E.g. I haven't finished my homework yet) - Already: Something happened sooner than expected or before now (E.g She has already called the doctor) - For: (a period of time) - Since: (a specific starting point in time)
	<p>Vocabulary</p>	<ul style="list-style-type: none"> ● Cultural Traditions & Heritage: tradition, ritual, ceremony, heritage, custom, celebration, values, identity, folklore, storytelling, oral history, ancestral, community bonding, family roots ● Positive & Negative Perspectives <ul style="list-style-type: none"> - Positive: meaningful, unifying, enriching, symbolic, sacred - Negative: outdated, harmful, unequal, controversial, discriminative ● Time & Continuity: for generations, since ancient times, long ago, for centuries, recently, nowadays ● Opinion & Argumentation: in my opinion, I believe that..., I think..., from my perspective, it seems that <ul style="list-style-type: none"> In Favor: <ul style="list-style-type: none"> - I have always supported this tradition. - We have respected this custom for generations. - It has brought people together. - This tradition has helped preserve our identity. Against: <ul style="list-style-type: none"> - Many people have questioned this tradition. - Some customs have become irrelevant in modern society. - It has caused inequality or conflict.

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 -16th

Achievement: Students will be able to identify and describe Valentine's Day vocabulary and traditions in their country, share activities and gifts related to the celebration, and use past participle verbs appropriately to communicate personal experiences and cultural practices.

Skill	<input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input type="checkbox"/> 📝 Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking
Resources	<input type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <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 type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work
Assessment	<input type="checkbox"/> Rubrics (projects, presentations, role play, performance)

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

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Presentation ▾ Context Clues ▾ Other ▾

- Activities description:

Session 1

- Ss brainstorm about how they use to celebrate Valentine's day, how do we celebrate it in Mexico?
 - *How is it celebrated in Mexico?*
 - *Who celebrates it and why?*
- Ss recognize vocabulary, activities and common gifts related to the celebration.
- Ss make a mind map with the vocabulary.
 - Central idea: *Valentine's Day*
 - Branches: activities, objects, feelings, people.

Session 2

- T reviews past participle verbs using examples of their use in sentences.
 - Using contextualized examples: *People have celebrated this tradition for many years.*
- Students look at a wordsearch to identify and reinforce the past participle forms of verbs.
- T divides students into small teams of four
- T calls out a verb from the wordsearch; the first team to find it earns a point.

- Ss draw in their notebooks a small illustration of 6 actions from the wordsearch list.

Session 3

- T presents Unit project and evaluation rubric for it. (Evaluation folder pp.1-2)
- T shows examples of products in video and poster.
- T separates the group into teams to assign them the country in which they are going to work on the final product.
- T answers students' questions about the project and explains how to use video tools and apps.

Worksheet Reference

 [MS_3rd_U3_ACTIVITIES.pptx.pdf](#)

 [MS_3rd GRADE_U3_evaluation.pptx.pdf](#)

- Brainstorming pg. 1
- Word search pg. 2
- Cultural tradition Video requirements . Evaluation folder pp.1-2

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

Suggested Time Frame: January 19th - 30th

Achievement : Students will be able to understand how people celebrate Valentine's Day in different countries, including common traditions, symbols, and gifts associated with the celebration. Students will identify past participle verbs and how they are used in the Present Perfect tense. Students will be able to express personal experiences using the Present Perfect and appropriate adverbs of time.

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 <input checked="" type="checkbox"/> 📇 Flashcard
Classroom Interactive Patterns	<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	<input checked="" 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	
<ul style="list-style-type: none"> Instructional Strategy: <ul style="list-style-type: none"> Context Clues ▾ Reading Comprehension ▾ TPR ▾ Other ▾ Charades ▾ 	

- Activities description:

Session 4

- T divides the class room in two teams and encourages them to play Valentine's Word Toss. Teacher says Gifts people give on Valentine's Day. A soft ball or beanbag is tossed to a student. The student must say a word related to the category before tossing it to another student. If a student pauses too long or repeats a word, they step out. Continue until a few students are left; the last student standing wins.
- Ss watch a video about how people celebrate Valentine's Day around the world and take notes about interesting facts in it.
- Ss find in a map the countries mentioned in the video. (p.3)
- T asks students to write in their notebooks a fact about a Valentine's Day tradition in a country they learned about from the video. Ss illustrate their fact with a drawing

Session 5

- Ss match multiple information about the celebrations around the world (video). (p.4)
- Students participate by reading the information for each country to check their answers.
- In teams of four, students create a colorful mind map summarizing the facts they learned from the video and post it on the board

Session 6

- Teacher reads "Have you ever...?" questions aloud, like: *Have you ever eaten sushi?*
Have you ever received a box of chocolates?
Have you ever given flowers?
Students stand up if their answer is *Yes, I have*
Students stay seated if their answer is *No, I haven't.*
- T presents Present Perfect tense through examples in a table with the correct use of have-has and

participle verbs.

- Ss participate in making examples of sentences in Present perfect tense in affirmative, negative and question forms. T writes the examples on the board. Ss copy the examples in their notebook.

I have visited a museum.

I haven't eaten sushi

Have you ever tried sweet pizza?

Session 7

- Ss listen to an audio Valentines and Self Care of a teenager talking about how she celebrates Valentine's day. While listening, students take notes in their notebooks and complete a three-column chart:Activities she has done on Valentine's Day, Gifts or traditions she mentions, How she has practiced self-care
- Ss read the transcription of the audio and discuss their notes with a partner and compare what they understood.
- *Students listen to the audio while reading the transcript (p.6).*
- *While following along, students circle all Present Perfect expressions (have/has + past participle).*
- Students match the bold words in the text with their meanings using context clues (p.6).

Session 8

- Ss play Valentine's Day Emojis charades. One student acts out the emoji (chocolate, gifts, flowers, hug, kiss, cards,etc.)without speaking while their team guesses it.
- Students read a text about the history of Valentine's Day. (pp. 7-8)
- While reading, students underline all Present Perfect sentences in the text.
- Students answer comprehension questions about the information in the text, either individually or in pairs (p.9)
- Ss write in their notebooks one sentence in Present Perfect summarizing something they learned about Valentine's Day history.





Session 9

- T divides the class into two teams. Teams take turns unscrambling the letters to form the correct word from the Valentine story. MARSON, EITLVNA, PSHIOB, NIPRSON, YFERBUR, DORTINTA, VOLE, CLEMAIR, TOUFRENE, LATYI. The team that solves the most words correctly win
- T explains the use of the adverbs (just, already, since, for, yet) and gives some examples (pp.16-18)
- Ss complete a worksheet using the adverbs in Present Perfect sentences. (p.10)
- Teacher monitors and gives feedback.

Worksheet Reference

 [MS_3rd_U3_ACTIVITIES.pptx.pdf](#)

 [MS_3rd GRADE_U3_evaluation.pptx.pdf](#)

- Video  Discover the Fascinating Ways Valentine's Day is Celebrated Around the World!  
- Map pg. 3
- Worksheet *St. Valentines around the world* (video) pg. 4
- Audio  Audios
- Present perfect table pg. 5
- Worksheet Valentines day and Self care (audio) pg. 6
- Valentines day history text pg. 7, 8
- Valentines day history worksheet pg. 9
- Adverbs for, since, just yet, already pp. 16-18
- Using For, Since, Just, Already and Yet pg. 10
- Experience quiz. Evaluation folder p.3
- Valentine's Day and Self Care quiz Evaluation folder p.4

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

Suggested Time Frame: February 2nd - 13th

Achievement: Ss will be able to talk and write about cultural traditions using appropriate language functions, such as describing, giving opinions, and explaining reasons. They will use Present Perfect, adverbs of time, and new verbs to share experiences related to traditions. They will be able to collaborate in communicative activities to practice and present their ideas about traditions.

<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.) https://youtu.be/e3-5YC_oHjE?si=luLHlqUnJQj-TMGM <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 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 <input type="checkbox"/> Observation guides <input checked="" type="checkbox"/> Quizzes

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| <input checked="" 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:

Fill in the Blanks ▾ Bingo ▾ Tic Tac Toe ▾ Creative Writing ▾ Read-Aloud ▾

- Activities description:

Session 10

- T shows a poster regarding a tradition celebrating valentines day . Students observe and describe what they see using Present Perfect sentences (e.g., *People have exchanged cards, They have decorated hearts*).
- T plays music while students mingle around the classroom.
- When the music stops, each student chooses a classmate to ask a worksheet question and write the answer.(p.11)
- Repeat several times until students register answers for all questions in their list.

Session 11

- T shows some statements and invites ss to read them aloud and mime the action described in the statement.
- Ss get in teams of four. Using the worksheet, students ask team members about different activities (e.g., *Have you ever traveled abroad?*).(p.12)
- Ss record the names of classmates who have or haven't done each activity.
- Ss complete affirmative (✓) and negative (✗) sentences in the worksheet using the Present Perfect tense.(p.13)

- Ss discuss which activities were most or least common in the class.

Session 12

- T presents the title of the song "*I still haven't found what I'm looking for*" by U2 and asks students to predict the meaning of the title and discuss experiences or goals they haven't achieved yet.
- Ss listen two times to the song [U2 - I Still Haven't Found What I'm Looking For \(Official Music Video\)](#)
- While listening to the song Ss complete missing words in the worksheet.(p.14)
- Students then complete sentences using the verbs in bold from the song, focusing on correct Present Perfect forms.(p.14)
- T asks a few students to share one sentence about experiences using verbs from the song.
- T highlights correct use of the Present Perfect tense and provides clarification.

Session 13

- Ss personalize a 4×4 Bingo table by writing participle verbs in each square.(p.15)
- Teacher and students play Bingo:
- T calls out a verb in a Present Perfect sentence (*I have eaten breakfast*) .Students mark the corresponding verb on their table.
- The first student to form a line (horizontal, vertical, or diagonal) calls "Bingo!" and reads their verbs aloud.
- Ss write in their notebooks one sentence for each marked verb using the Present Perfect tense.
- T encourage students to include adverbs of time (just, already, yet, since, for) where appropriate.

Session 14

- T explains the use of time adverbs: just, already, yet, since, for, using clear examples in sentences.
- T shows flashcards with the adverbs and example sentences.

- Ss make their own sentences to practice the adverbs in context.
- Ss draw a visual example illustrating the use of each adverb (e.g., a timeline for since/for). (p.19)
- Volunteers share their sentences and drawings. (p.19)
- T checks and reinforces correct usage of the adverbs in Present Perfect sentences.

Session 15

- Ss in pairs complete a practice worksheet (Part 1) with sentences in Present perfect tense paying attention to the use of have- has, participle verbs and adverbs from previous sessions. (p.20)
- Ss in group share and check their answers.
- T clarifies doubts if necessary.

Worksheet Reference

 [MS_3rd_U3_ACTIVITIES.pptx.pdf](#)

 [MS_3rd GRADE_U3_evaluation.pptx.pdf](#)

- Mingle around worksheet pg. 11
- Find someone who pg. 12
- Has/Hasn't pg. 13
- "I still haven't what I'm looking for" song pg. 14
- I still haven't what I'm looking for Video  [U2 - I Still Haven't Found What I'm Looking For \(Official Music Video\)](#)
- Bingo pg. 15
- Adverbs flashcards pg. 16-18
- Adverbs worksheet pg. 19
- Present Perfect Practice Worksheet - Part 1 pg. 20

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

Suggested Time Frame: February 16th - 20th

Achievement Objective: Ss will be able to write a video script using the Present Perfect tense to talk about experiences and traditions, such as Valentine's Day in a specific country.

Skill	<ul style="list-style-type: none"> <input 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, charts, etc.) <input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input 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 type="checkbox"/> 👫 Pair work <input checked="" type="checkbox"/> 👤 Individual work
Assessment	<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 checked="" type="checkbox"/> Quizzes

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| | <input checked="" type="checkbox"/> Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.)
<input type="checkbox"/> Unit Exams |
|--|--|

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Fill in the Blanks ▾ Crossword Puzzle ▾ Realia Strategies ▾ Show and Tell ▾

- Activities description:

Session 16

- In pairs, Ss complete the second practice worksheet (Part 2) with sentences in Present perfect tense paying attention to the use of have- has, participle verbs and adverbs from previous sessions.
- Ss in group share and check their answers.
- T clarifies doubts if necessary.

Session 17

- Ss answer questions (p.22) about Valentine's Day celebrations in the country of their team. Ss write sentences in Present Perfect using the answers, which will be used to create the text for their video project.
- In pairs, students complete sentences in Present Perfect and use their answers to solve a crossword (p.23).
- Ss share and check answers in groups, discussing any differences or corrections.
- Volunteers read one or two sentences from their project text aloud.
- Teacher reviews correct use of Present Perfect and gives feedback

Session 18

- Ss write sentences in Present Perfect about their chosen country's Valentine's Day traditions.
- Ss focus on experiences and actions that have happened, using affirmative, negative, and question

forms.

- Students exchange drafts with a partner.
- Partners check grammar, verb forms, and adverbs of time and provide feedback and suggestions.
- Students combine their sentences into a coherent script for the video project.
- Emphasize logical sequence and correct use of Present Perfect tense throughout the script.
- Teacher reviews drafts or scripts, clarifies doubts, and provides corrections or suggestions for improvement

Worksheet Reference

 [MS_3rd_U3_ACTIVITIES.pptx.pdf](#)

 [MS_3rd GRADE_U3_evaluation.pptx.pdf](#)

- Present perfect practice (Part 2) pg. 21
- What about Valentine's celebration? pg. 22
- Crossword pg. 23
- Cultural tradition video requirements (Evaluation folder p.1)
- Rubric (Evaluation folder p.2)

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

Suggested Time Frame: February 23rd - 27th

Achievement: Students will be able to present their final products, evaluate classmates' work, and demonstrate understanding of the unit content by completing a quiz.

<p>Skill</p>	<ul style="list-style-type: none"> <input 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 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 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:

[Presentation](#) ▾ [Other](#) ▾

- Activities description:

Session 19

- Ss color and make coevaluation sticks. (p. 24)
- Ss present their projects and their classmates evaluate them showing the stick that they consider according to the rubric of the project.

Session 20

- Ss continue presenting projects and coevaluating their classmates.
- Ss autoevaluate their own project.

Session 21

- Ss answer a quiz about the content of the unit.

Worksheet Reference

 [MS_3rd_U3_ACTIVITIES.pptx.pdf](#)

 [MS_3rd GRADE_U3_evaluation.pptx.pdf](#)

- Coevaluation sticks pg. 24
- Present Perfect Quiz - Unit 3 Evaluation folder p.5