



INSTRUCTIONAL GUIDE 5TH GRADE 2025-2026 UNIT 3

GRADE	5th Grade Elementary ▾
PERIOD	2nd Period ▾
UNIT	3 ▾
TERM	The Stories that bring us together (pp.10-27)
TOTAL OF SESSIONS	7 weeks
LEARNING OBJECTIVE	Students will identify and describe town and city places while using regular and irregular verbs correctly in the present and past tense. They will demonstrate understanding of historical people from Coahuila, such as Francisco I. Madero and Venustiano Carranza, and explain the importance of local festivals and customs, including Expo Sabinas, the Grape & Wine Festival, and the Day of the Dead. By combining vocabulary, grammar structures, and cultural-historical content, students will communicate information through oral and written activities with clarity, accuracy, and contextual understanding.

NEM	Project	→ The Stories that bring us together (pp.10-27)
	Product	• Presentation of past events that make Coahuila important today.
	Content	<ul style="list-style-type: none"> Cultural and artistic expressions ▾ Natural and social environments ▾ Information and relevant data for the community ▾
	LDP (Learning Development Process)	<ul style="list-style-type: none"> Understands descriptive and/or explanatory texts about cultural and artistic expressions of different peoples, preferably English-spea... ▾ Represents and shares elements present in cultural and artistic expressions of different peoples, preferably English-speaking. ▾ Comments on and describes, orally and in writing, aspects of natural and social environments that catch their attention. ▾ Participates in writing questions to gather information about specific topics. ▾ Interviews classmates and records their answers. ▾
	Articulating Axes	<ul style="list-style-type: none"> Critical thinking ▾ Critical interculturality ▾ Cultural appropriation through reading and writing ▾

CEFR SKILLS	Listening	<p>A2: Ss can understand simple messages of events in the past</p> <p>A2: Ss can understand short, clear and simple messages and conversations of people talking about spare activities, hobbies, likes and dislikes.</p> <p>A2: Can understand short, clear, simple messages about past events and local history.</p> <p>A2: Understand short descriptions of past events when spoken clearly.</p> <p>A2: Identify times, dates, and simple historical facts.</p> <p>A2: Follow simple audio or teacher explanations about life in the past.</p> <p>A2: Recognize sequencing in short stories.</p>
	Reading	<p>A2: Understand Short simple messages from events in the past.</p> <p>A2: SS can understand times and dates.</p> <p>A2: Ss can understand short past stories about familiar subjects if the text is written in simple language.</p> <p>A2: Identify main ideas, dates, and important people.</p> <p>A2: Understand simple timelines and illustrated texts.</p> <p>A2: Extract information to prepare a presentation.</p> <p>A2: Can understand short, straightforward texts on familiar topics.</p>
	Writing	<p>A2: Ss can write simple questions about completed events in the past.</p> <p>A2: Ss can describe events that occurred in the past</p> <p>A2: Write simple questions in the past.</p> <p>A2: Write short descriptions of past events using regular and irregular verbs.</p> <p>A2: Create captions or short paragraphs for their presentation visuals.</p> <p>A2: Use time expressions and simple sequencing connectors.</p> <p>A2: Can write short, simple descriptions of past events and people.</p>
	Speaking	<p>A2: Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire</p> <p>A2: Ss can ask and answer simple questions about a past event.</p> <p>A2: Describe past events using simple past.</p> <p>A2: Give short presentations with basic sequencing (First, Then...).</p> <p>A2: Ask and answer simple questions about life in the past.</p> <p>A2: Share opinions about why events were important.</p> <p>A2: Can describe events, past activities, and personal experiences in simple sentences.</p>
	Grammar & Language Structure	<ul style="list-style-type: none"> • Verb to be in the Past (was/were): To describe life in the past • Regular and irregular verbs in past: (enjoy, watch, like, love, walk, use, work, start) (give, go, do, ride, have, eat) <ul style="list-style-type: none"> - E.g People in the past were more patient. Diet was more natural. Towns were smaller. • Simple Past – Regular & Irregular Verbs <ul style="list-style-type: none"> - E.g. Affirmative People enjoyed a calm life. They walked to visit friends. Families ate together every night. - E.g. Negative: People didn't have cars. They didn't eat fast food • Time Expressions for Past Events: yesterday, last week/month/year, two years ago, this morning, an hour ago, in the past, back then • Sequencing Phrases: First... / Then... / After that... / Finally...

		<ul style="list-style-type: none"> • WH-Questions in the Past <ul style="list-style-type: none"> - E.g. Where did people live? What did they eat? When did this festival start? Who was Venustiano Carranza?
	Vocabulary	<ul style="list-style-type: none"> • Community & Local Identity: community, state, town, city, neighborhood, history, heritage, tradition, culture, celebration, custom, local heroes, historic event • Places in Town & City • Town: forest, plaza, kiosk, river, grocery store, church, school, house • City: airport, museum, hospital, mall, gym, bank, fire station, police station, restaurant, park • Historical and Cultural References (Coahuila): Venustiano Carranza, Francisco I. Madero, Expo Sabinas, Grape and Wine Festival (Parras), Day of the Dead, folk dances, local traditions







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.

Suggested Session Distribution: Sessions 1- 4

STAGE 1: Kickstart (Warm Up / Lead-in) Get students thinking, talking, and prepared for the lesson and project.

Achievement: Students will activate prior knowledge about town and city places, regular and irregular verbs, and the present and past tense by participating in short, engaging review tasks that connect these grammar elements to the cultural content of historical people in Coahuila (Madero and Carranza) and local festivals and customs such as Expo Sabinas, the Grape & Wine Festival, and the Day of the Dead. This warm-up will prepare students to recognize familiar vocabulary, identify actions in different tenses, and relate them to real historical and cultural contexts.

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 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 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) <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

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

TPR ▾ Presentation ▾ Flashcards ▾ Interview ▾ Running Dictation ▾ Reading Comprehension ▾ Prompts ▾
Delayed Copy ▾ Word Association ▾

- Activity Description:

➔ **Routines and Supplementary Vocabulary**

Quick Weather Report

Students look outside and give a quick report using short phrases:

- "Today the weather is... sunny/cloudy/cold/windy." Then ask: "Is this climate or weather?" (Students answer: weather.)

Weather Flashcards Run

Place weather flashcards around the room. Say a word: "Stormy!", "Hot!", "Climate!", "Weather!". Students run (or walk fast) to the correct card. Include two special cards: "Weather" and "Climate" to reinforce the difference.

Climate Zone Guess

Show pictures of places (desert, rainforest, arctic). Students guess: "The climate is... hot/dry/wet/cold." Then ask: "Is this weather?"
→ Students respond: "No, it's climate!"

Week Whisper Chain

Students stand in a circle. You whisper a day of the week to one student. They pass it around until the last one says it aloud. Repeat with different days and speeds.

What Day Is It? Challenge

Ask quick questions: "What day is today?" "What day was yesterday?" "What day will be tomorrow?" Students answer fast. You increase speed each round.

Day Actions

Assign a simple movement to each day: Monday = clap Tuesday = jump Wednesday = spin. Call out days in random order and students perform the action.

Months in Order Race

Divide the class into groups. Give each group 12 cards (months). Students put them in order as fast as they can. The winner is the fastest accurate group.

Birthday Line

Students form a line from January to December according to their birthday month. Then they practice saying: "My birthday is in _____."

Month Riddle

Give simple riddles: "This month has Valentine's Day." (February) "This is the hottest month in Mexico." (Usually in May) "School starts this month." (August/September)

Students guess aloud.

Daily Reporter

Choose a "Student Reporter of the Day": They say: 1. Day of the week 2. Month 3. Today's weather 4. One fact about climate (Ex: "The climate in deserts is very dry.")

Alphabet Speed Chain

Students stand in a circle. The teacher says a letter: "A!" The next student says "B!", the next "C!", and so on. To increase difficulty: Do it backwards (Z → A). Skip letters (A → C → E...). Do it fast.

Missing Letter Challenge (3 min)

Write the alphabet on the board but erase 4–8 letters. Students raise their hands to guess the missing letters. Example: A _ C D _ F _ H. Students say: "B!" "E!" "G!"

Alphabet Actions

Assign quick movements to categories: A–H: Clap, I–P: Jump, Q–Z: Snap fingers. You show a letter card; students perform the correct action. Fast-paced and fun.

Alphabet Scramble

Give groups a set of scrambled alphabet cards. They must put the first 10 letters in order as fast as possible. Round 2: Last 10 letters
Round 3: Entire alphabet

Fast Counting Challenge

The teacher says: "Start at 30th and stop at 40th!" Students count aloud: "30th, 31st, 32nd... 40th!" Do several rounds: 35th → 45th
50th → 60th 42nd → 57th (advanced)

Ordinal Number Line Jump

Place numbers (30th–60th) on the floor or board. Call out an ordinal number: "Jump to 33rd!" Students jump (or point) to the correct number. Variation: Say clues: "I'm between 34th and 36th" → 35th

Stand Up / Sit Down Game

Tell students: "Stand up when you hear a number from 30th to 40th." "Sit down when you hear a number from the 50th to the 60th." The teacher calls mixed numbers: "32nd!" "59th!" "41st!" "38th!" "60th!"

→ The Stories that bring us together (pp.10-27)

Projects and Readings

Getting Ready pg. 10

Vocabulary Introduction

Use flashcards or a presentation to introduce the community places.

Where Am I?

Give quick riddles and students guess the place. Examples: "People buy food here." → *Grocery store* "You can pray here." → *Church* "It's a small building in the plaza." → *Kiosk* "You can walk and see many trees." → *Forest* "You live here." → *House* "You can relax or meet friends here." → *Plaza* "It's higher than the ground." → *Hill*. Ask students to shout the answer quickly.

Point to the Place!

Show picture cards or point to images on the board. The teacher says: "Point to the *forest!*" "Touch the *plaza!*" "Show me the *kiosk!*". Show the picture, students shout the name.

Town Flashcard Relay

Place flashcards on the board or walls. Divide the class into two teams. The teacher says: "Go to the *hill!*" One student from each team races to touch it. 1 point for the fastest correct player.

Map Guess

Draw a simple town map on the board (with plaza, kiosk, hill, etc.). The teacher points silently to a place. Students guess: "Is it the forest?" "No." "Is it the church?" "Yes!". Students take turns pointing.

Quick Riddle Time

Give short riddles and students guess the place. "You can catch a plane here." → *Airport* "You study here." → *School* "You can buy many things here." → *Mall* "You exercise here." → *Gym* "You eat food here." → *Restaurant* "You can see old objects here." → *Museum* "You deposit money here." → *Bank* "Firefighters work here." → *Fire station* "You pray here." → *Church* "You go when you're

sick." → *Hospital* "You play here." → *Park* "Police officers work here." → *Police station*. Students raise their hands or shout the answer.

Where Am I? Action Clues

The teacher acts something and students guess. Examples: Pretend to eat → *Restaurant*. Pretend to run on a treadmill → *Gym*. Pretend to fly a plane → *Airport*. Pretend to write on the board → *School*. Pretend to look at art → *Museum*. Students can also take turns acting.

Point to the Picture / Touch the Wall

Place flashcards or write the names on the board. The teacher says: "Touch the park!" "Point to the mall!" "Touch the bank!" Fast and energetic.

- *Variation: If you have the map of places in the city use it so students can stand on top of the place the teacher mentions.*

City Places Rapid Fire

The teacher calls two places at the same time: "Bank or hospital?" Students must quickly choose one by pointing left (bank) or right (hospital). Do many rounds fast: Museum or airport, Police station or fire station, Restaurant or park, Church or school.

- *Variation: True or false: Students make a single line, the teacher calls out a place and shows an image, students jump left if it's true or right if it's false.*

City Shuffle

Assign each student a place card. The teacher says: "People who are at the airport, gym, and museum: change seats!" Those students must move quickly. Repeat with different groups of places.

Who Works There?

The teacher says a worker; students say the place. "Pilot!" → *Airport* "Doctor!" → *Hospital* "Firefighter!" → *Fire station* "Police officer!" → *Police station* "Waiter!" → *Restaurant* "Teacher!" → *School* "Bank teller!" → *Bank* Fast vocabulary connection.

Quick Drawing Town Map

Students draw a very simple city map (20 seconds). The teacher calls a place: "Show me the museum!" Students point to that place on their map.

Past Tense Lightning Round

The teacher says a verb in the present: "Walk!" Students shout the past quickly: *walked*. Try irregulars too: "Go!" → *went* "Eat!" → *ate* "See!" → *saw* "Make!" → *made*. Do it fast for excitement.

True or False Verbs

The teacher says sentences like: "The past of play is *played*." (True) "The past of go is *goed*." (False) "The past of see is *seed*." (False) Students show thumbs up or down.

Finish the Sentence

The teacher says: "Yesterday, I played..." A student completes: "basketball." Try irregulars: "Yesterday, I went..." "Yesterday, I ate..." "Yesterday, I saw...". Students answer fast.

Past Tense Echo

The teacher says a verb in the present tense. Students "echo" the past tense in a fun voice (robot voice, whisper, loud). Example: Teacher: "Go!" Students: "WENT!" Do 10–12 verbs quickly.

Spell the Past!

The teacher says a verb: "Clean!" Students spell the past tense: "C-L-E-A-N-E-D!" Try harder ones: "Write!" → W-R-O-T-E, "Think!" → T-H-O-U-G-H-T, "Make!" → M-A-D-E.

Yesterday or Today? (Movement Activity)

Draw two signs on the board: **Present** and **Past**. The teacher reads sentences. Students stand up and move to the side that matches the tense.

Examples:

- "I play soccer." → Present "She visited her grandma." → Past "They eat breakfast." → Present "He watched TV." → Past

"Mini Interview: Today vs. Yesterday"

Pairs ask and answer two quick questions: Questions: "What do you do today?" (present) "What did you do yesterday?" (past) Students share one answer with the class.

"Correct or Incorrect?" (Board challenge)

The teacher writes mixed sentences on the board, some in present, some in past, some incorrect. Examples: "I go to school yesterday." (Incorrect) "She plays the guitar." (Correct – present) "He visited his uncle last week." (Correct – past) "They eated

pizza." (Incorrect – past). Students show thumbs up/down and correct the wrong ones.

“Time-Word Match” (Flashcards)

Show flashcards with time expressions:

- today, every day, now → present, yesterday, last week, last night → past. Students quickly shout: present or past.

“Who Am I?” (Guessing Game)

The teacher reads 3 clues about a historical figure. Students guess if it is Madero or Carranza.

Example clues:

- “I was born in Parras, Coahuila.” → Madero “I wrote the Plan of Guadalupe.” → Carranza “I fought against the dictatorship of Porfirio Díaz.” → Madero “I became President after the Revolution.” → Carranza

“True or False — Quick Round”

Teacher says short statements and students show: 👍 = True 👎 = False Statements: “Madero promoted democracy.” → True “Carranza started the Mexican Revolution.” → False “Carranza supported the Constitution of 1917.” → True “Madero was born in Saltillo.” → False (He was born in Parras)

“Flashcard Match: Person + Action”

Prepare cards: Names: Madero / Carranza. Actions/Events: Started the Revolution, Plan of San Luis, Constitution of 1917, Plan of Guadalupe, President of Mexico, Defender of Democracy. Students race to match the correct pairs on the board.

“Mini Timeline Race”

On the board, draw two timelines: **Madero / Carranza**. The teacher reads events, and students place them in the correct timeline. Examples: “Plan de San Luis” → Madero “Constitution of 1917” → Carranza “Became President in 1911” → Madero “Led the Constitutionalists” → Carranza

“Quick Talk: What Do You Know?”

In pairs, students talk for 1 minute and say: 1 thing about Madero, 1 thing about Carranza. Then 2–3 students share with the class.

“Emoji Review”

Show emojis on the board: 🇲🇽 (revolution) 📜 (plans and laws) 🏛️ (presidency) 📖 (ideas) Students decide: Which emoji represents

Madero most? Which emoji represents Carranza most? And explain why in 1 short sentence.

“Guess the Festivity!” (Clue Game)

The teacher gives 2–3 simple clues. Students guess the festivity. Examples: “It happens in Sabinas. It has music, food, and stands.” → Expo Sabinas. “It celebrates grapes and wine in Parras.” → Grape & Wine Festival “People make altars and decorate with cempasúchil.” → Day of the Dead “People dance with colorful dresses and boots.” → Traditional Folk Dances.

“True or False — Quick Round”

Students show 👍 (true) or 👎 (false). Statements: “The Grape & Wine Festival is celebrated in Parras.” → True.

- “Expo Sabinas is a winter celebration.” → False
- “During Day of the Dead, people create altars.” → True
- “Folk dances use traditional costumes.” → True
- “Day of the Dead celebrates the grape harvest.” → False

“Fast Picture Recognition”

The teacher shows 4 quick images (projected or printed): Expo Sabinas, Grape & Wine Festival, Day of the Dead altar, Folk dancers. Students raise their hand and say the correct name.

“One Word Warm-Up”

The teacher says one word. Students say the festivity it belongs to. Words: “Parras” → Grape & Wine Festival “Skulls” → Day of the Dead “Sabinas” → Expo Sabinas “Costumes” → Folk dances “Grapes” → Grape & Wine Festival “Altars” → Day of the Dead

“Match the Description” (Board race)

The teacher writes on one side of the board: Expo Sabinas, Grape & Wine Festival, Day of the Dead, Folk dances. And on the other side: Altars, cempasúchil, Grapes, wine, Parras, Costumes, boots, traditional music, Fair, exhibitions, Sabinas. Teams race to draw a line between each pair.

[Worksheet Reference](#)



[Fifth Grade_UNIT3.pdf](#)

- Weather: pg. 1

- Days of the week: pg. 3
- Alphabet: pg. 5
- Months: pg. 4
- Numbers: pg. 6
- Town places: pg.7-8
- Simple past (regular verbs): pg. 15

Suggested Session Distribution: Sessions 5-8

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

Achievement: The teacher will clearly present and explain vocabulary related to town and city places, as well as the use of regular and irregular verbs in the present and past tense, using examples connected to historical figures from Coahuila (Madero and Carranza) and local festivals and customs such as Expo Sabinas, the Grape & Wine Festival, and the Day of the Dead. By modeling sentences, showing visuals, and demonstrating tense changes, the teacher will help students understand how to describe locations, historical events, and cultural celebrations using accurate grammar and meaningful context.

Skill	<input checked="" type="checkbox"/> 🎵 Listening <input type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 📝 Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking
Resources	<input checked="" type="checkbox"/> 📚 Textbook <input checked="" type="checkbox"/> 📓 Notebook <input checked="" type="checkbox"/> 📄 Worksheet <input checked="" type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, charts, etc.) <input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/> 🖍️ Realia

	<input checked="" type="checkbox"/> 🎲 Didactic Games
Classroom Interactive Patterns	<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	<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
Instructional Strategy / Activity Suggestions	
<ul style="list-style-type: none"> Instructional Strategy: <ul style="list-style-type: none"> Show and Tell ▾ TPR ▾ Pronunciation Drill ▾ Flashcards ▾ Word Association ▾ Charades ▾ KWL Chart ▾ Pictionary ▾ Delayed Copy ▾ Prompts ▾ Fill in the Blanks ▾ Activity Description: <ul style="list-style-type: none"> → The Stories that bring us together (pp.10-27) <p>Projects and Readings</p> <ul style="list-style-type: none"> Complete the chart on pg. 11 to understand more about your community. Simple past Grammar Introduction pg. 14 <p>“Picture Reveal” (Visual Introduction)</p> <ul style="list-style-type: none"> The teacher shows a picture of a town place covered with paper or digitally blurred. Reveal the image little by little. Students guess the place. Example: A small part of a building → “Is it a school?” Once revealed → The teacher says the 	

words: "This is a school."

"Listen and Point"

The teacher shows a big poster/map with town places or a projected town map. The teacher says: "Point to the park." "Point to the hospital." "Point to the post office." Students point to the correct place. This helps auditory recognition.

"Repeat After Me" (Pronunciation Drill)

The teacher models each town place with clear pronunciation and gestures. Example: Teacher: "Hospital." (points to picture) Students: "Hospital." Teacher: "Fire station." (makes siren sound) Students: "Fire station." This makes vocabulary memorable.

"What Do We Do There?"

The teacher introduces each place and gives a simple explanation. Example: "This is a bakery. We buy bread here." "This is a library. We read books here." "This is a park. We play here." Then the teacher asks: "What do we do in school?" Students answer: "We study."

"This or That?"

The teacher shows two pictures at the same time and asks: "Is this a hospital or a police station?" "Is this a park or a museum?" Students answer together. Helps contrast vocabulary. Examples: A mini bus → "Bus station" A book → "Library" Bake bread → "Bakery" Objects make vocabulary more concrete.

"Picture Reveal" (Introduction with Suspense)

The teacher shows a picture of a city place covered or blurred. Reveal it slowly (small squares or sliding paper). Students guess: "Is it the stadium?" "Is it the mall?" The teacher confirms and models pronunciation: "This is a *stadium*."

"Choral Repetition + Gesture"

The teacher shows the picture and models each word with a gesture. Examples: "Airport" ✈️ (teacher spreads arms like an airplane) "Stadium" 🏟️ (pretends to cheer) "Restaurant" 🍴 (pretends to eat) Students repeat as a group and individually.

"Real-Life Context Sentence"

The teacher introduces each place in a simple sentence. Examples: "This is a hospital. People go there when they are sick." "This is a museum. People learn about history and art." "This is a mall. People shop and walk around." This helps students understand meaning without translation.

“Teacher Mini Story”

The teacher tells a short story using several city places. Example: “Last weekend, I went to the supermarket. Then I walked to the park. Later, I had lunch at a restaurant.” The teacher asks comprehension questions: “Where did I go first?” “Where did I eat?” This introduces vocabulary in a natural context.

“Map Tour Presentation”

The teacher presents a simple city map on the board or projector. The teacher explains: “Here is the bus station.” “Next to the bus station is the hotel.” “Across from the hotel is the park.” Students follow with eyes. This introduces prepositions + city places.



“Listen and Point”

The teacher displays a large city map or a poster with many places. The teacher says: “Point to the restaurant.” “Point to the airport.” “Point to the stadium.” Students point to the correct picture. This checks immediate understanding.

“Word-Picture Match Presentation”

The teacher puts vocabulary words on the left side of the board and pictures on the right. The teacher points to a picture, says the name, and matches it with the word. Students repeat each word after the teacher. Perfect for connecting written and visual forms.

“Two Boxes Introduction”

On the board, draw two big boxes:  Regular Verbs  Irregular Verbs. The teacher places example verb cards inside each: Regular: walk, play, jump, wash. Irregular: go, eat, have, see. The teacher explains: “Regular verbs add -ed in the past.” “Irregular verbs change completely.” Students repeat: “Regular = -ed, Irregular = change.”

“Teacher Model + Choral Repetition”

The teacher says verbs aloud, and students repeat. Regular: walk → walked play → played clean → cleaned Irregular: go → went eat → ate have → had. The teacher says slowly: “walk – walked” Students repeat in chorus. Perfect for pronunciation practice.

“Color Code Presentation”

The teacher writes verbs on the board using two colors: Blue for regular verbs Red for irregular verbs. The teacher writes present and past: walk – walked (blue) play – played (blue) go – went (red) see – saw (red) This helps students visually understand the difference.

“T-Chart Sentence Presentation”

Teacher draws a T-chart:

Regular Verbs	Irregular Verbs
I played	I went
I jumped	I ate
I cleaned	I had

The teacher reads sentences aloud and students repeat. Helps them compare structure.

“Listen and Decide”

Teacher says a verb in past, and students show: 🖐️ = irregular 🖐️ = regular. Examples: “visited” → regular “took” → irregular “opened” → regular “made” → irregular.

“Time Travel Slides”

- Show two images on the board: Present: kids playing video games. Past: kids playing with marbles. The teacher describes: *“Today, children play video games. In the past, children played with marbles.”* Students repeat and notice the tense change.

“Gesture and Guess”

The teacher performs an action: Drinking, Writing, Jumping, Sleeping. The teacher says: *“Now I drink.”* (present) Shows a picture of themselves (or cartoon character) doing the action yesterday: *“Yesterday I drank.”* Students identify: *“Present!”* or *“Past!”*

“Sentence Transformation on the Board”

The teacher writes: I walk to school. (present) Then under it: I walked to school. (past) Do with 5 verbs: jump → jumped, watch → watched, go → went, have → had, make → made. Ask: *“What changed?”* *“Which one talks about yesterday?”*

“Present vs. Past Sorting Chart”

Create two columns:

Present	Past
go	went
play	played
eat	ate
visit	visited

The teacher places verb cards one by one. Students point to the correct column.

“Teacher Timeline”

Draw a simple line on the board: **PAST** ←———— **YOU** —————→ **PRESENT**. The teacher says: “*Today I teach you English.*” (present). Write it on the PRESENT side. Then: “*Last year, I taught third grade.*” (past) Write it on the PAST side. Students visualize tense differences.

“Sentence Match”

Teacher sticks two sets of cards on the board:

Set A: Actions (Present)

- I swim
- I run
- I eat
- I write

Set B: Past Forms

- I swam
- I ran

- I ate
- I wrote

Teacher models matching the pairs.

“Photo Comparison – Teacher’s Life”

Show two photos: You as a child. You now. Say sentences: *“I am a teacher now. I was a student before.” “I drive now. I walked to school before.”* Students repeat and identify tenses.

“Who Am I?” – Teacher Riddle Introduction

The teacher gives simple clues without showing the picture yet. Person 1 – Madero *“I was born in Parras, Coahuila.” “I believed in democracy.” “I started the Mexican Revolution.”* Students guess: Francisco I. Madero. Person 2 – Carranza *“I was born in Cuatro Ciénegas.” “I helped write the Constitution of 1917.” “I became President of Mexico.”* Students guess: Venustiano Carranza. Then the teacher reveals the pictures.

Teacher Mini Biographies (Simple Slides or Board Notes)

- **Francisco I. Madero** Born: Parras, Coahuila, Important for: Beginning the Mexican Revolution, Believed in: Democracy and free elections, Known as: “The Apostle of Democracy”.
- **Venustiano Carranza**
 - Born: Cuatro Ciénegas, Coahuila. Important for: Leading the Constitutionalist Army. Created: The Constitution of 1917. Became: President of Mexico. The teacher reads the facts while students listen and repeat key words.

“Map of Coahuila: Birthplaces”

The teacher shows a map of Coahuila. Place a sticker on Parras → Madero. Place a sticker on Cuatro Ciénegas → Carranza. The teacher says: *“Madero was born in Parras.” “Carranza was born in Cuatro Ciénegas.”* Students repeat.

“Teacher Tells a Short Story: The Two Leaders”

The teacher tells a simple story: *“More than 100 years ago, two men from Coahuila changed Mexico. Francisco I. Madero believed that people should choose their leaders. He started the Revolution. Later, Venustiano Carranza continued the fight and created new laws for Mexico. He wrote the Constitution of 1917.”* Students listen and identify the names when they hear them.

“Then and Now” Presentation

Teacher shows: Picture of Madero on horseback. Picture of Carranza with documents. Picture modern Mexico today. The teacher

explains: "In the past, Madero rode horses to spread his ideas." "In the past, Carranza signed the Constitution." "Today we study their work in schools." Students repeat or say "Past/Present."

"Teacher Chart: Similarities and Differences"

Teacher draws a simple chart:

Feature	Madero	Carranza
Born in Coahuila	✓	✓
Started the Revolution	✓	
Wrote the Constitution		✓
Became President	✓	✓

Teacher goes line by line explaining. Students answer: "Both" – "Madero only" – "Carranza only."

"Festival Pictures Reveal"

The teacher shows blurred images of each festival and reveals them slowly. Clues: Expo Sabinas "This happens in September." "There are concerts, horses, and regional shows." Grape & Wine Festival (Parras) "This festival celebrates grapes." "It happens in Parras, Coahuila." "There are dances and parades." Day of the Dead "We honor loved ones." "We use altars, flowers, and candles." Students guess each festival.

"Mini Poster Presentation (Teacher Models)"

The teacher prepares three posters with photos + key words.

Poster 1 – Expo Sabinas

- September
- Horses
- Music
- Food
- Rodeo

Poster 2 – Grape & Wine Festival

- Parras
- Grapes
- Parades
- Dances
- Traditional music

Poster 3 – Day of the Dead

- Altars
- Cempasuchil
- Candles
- Sugar skulls

The teacher reads the words while pointing to the images. Students repeat key vocabulary.

“Teacher Tells a Story: Three Celebrations”

The teacher reads a simple, short story: *“In Coahuila, people celebrate many traditions. In Sabinas, families go to the Expo Sabinas to enjoy music and horse shows. In Parras, people celebrate the Grape and Wine Festival with parades and traditional dances. On the Day of the Dead, families make altars to remember their loved ones.”* Students listen and raise their hand when they hear the festival they recognize.

“Map of Coahuila: Where Are the Festivals?”

The teacher shows a map of Coahuila. Place a marker on Sabinas → Expo Sabinas. Place a marker on Parras → Grape & Wine Festival. Place a marker on All of Coahuila → Day of the Dead. Teacher models sentences: “Expo Sabinas takes place in Sabinas.” “The Grape and Wine Festival happens in Parras.” “Day of the Dead is celebrated all around Coahuila.” Students repeat.

“Photo Comparison: What Happens in Each Festival?”

Teacher shows three pictures: Horses and concerts → Expo Sabinas. Grapes, dancers → Grape & Wine Festival. Altars and flowers → Day of the Dead. The teacher asks: “What do you see?” “Which celebration is it?” “What do people do there?” Students point or answer verbally.

“Vocabulary Box – Teacher Modeling”

The teacher introduces important words for each festival. Expo Sabinas rodeo – concert – fair – horses. Grape & Wine Festival grapes – parade – tradition – dance. Day of the Dead altar – flowers – candles – sugar skulls. Teacher models sentences: “At Expo Sabinas, people watch rodeos.” “In Parras, people dance in the parade.” “For Day of the Dead, families make an altar.” Students repeat.

“Festival Sounds Guessing Game”

Teacher plays sound effects: 🎵 Banda/regional music → Expo Sabinas. 🎭 Folkloric dance music → Grape & Wine Festival 🕯️ Soft music / bells → Day of the Dead. The teacher asks: “Which festival matches this sound?” Students answer.

[Worksheet Reference](#)

 [Fifth Grade_UNIT3.pdf](#)

- City buildings: pg. 9-10
- Simple past: pg. 16-17
- Historical People: pg. 23

Suggested Session Distribution: Sessions 9-13

STAGE 3: Level Up (Practice with guidance) Students collaborate, compare findings, and build knowledge with teacher guidance.

Achievement: Students will practice using vocabulary about town and city places and applying regular and irregular verbs in the present and past tense through teacher-supported activities. With guidance, they will complete structured exercises that connect grammar to meaningful contexts including historical figures from Coahuila (Madero and Carranza) and local

festivals and customs such as Expo Sabinas, the Grape & Wine Festival, and the Day of the Dead. During this stage, students will receive prompts, sentence starters, and examples so they can correctly describe places, traditions, and historical events while improving accuracy and confidence.

<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 type="checkbox"/> 📓 Notebook <input 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 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 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>	

- Instructional Strategy:

Role Playing ▾ Pronunciation Drill ▾ Word Association ▾ Flashcards ▾ Fill in the Blanks ▾ Reading Comprehension ▾
Delayed Reading ▾ Interview ▾ Prompts ▾ Sentence Scramble ▾ TPR ▾ Read-Aloud ▾

- Activity Description:

→ **The Stories that bring us together (pp.10-27)**

Projects and Readings

- Grammar review and practice pg. 15
- Read the story "Xochimilco: A mirror of tradition and nature" and answer the following questions pg. 18-19

"Listen and Point"

The teacher says the name of a place, students point to a picture on their worksheet or the board.

Examples: "Point to the bakery." "Point to the library." "Point to the police station." The teacher checks answers and repeats together with the class.

"Say It After Me" (Choral Repetition)

The teacher says a word or phrase, students repeat. Words: park, school, bank, hospital, supermarket, post office. Phrases: "This is the park." "I go to the library." "The hospital is big." The teacher supports pronunciation and rhythm.

"Where Is It? (Teacher Asks, Students Answer)"

The teacher shows pictures of different town places. The teacher asks: "Where is the school?" Students respond: "It's next to the park." If students need help, teacher models first.

"Matching with the Teacher"

Students receive a worksheet with place names on one side and pictures on the other. Teacher guides step-by-step: "Number 1: Library. Match it." Students draw a line. Teacher checks before moving on. Great for gradual checking.

"Yes or No? (Guided Identification)"

The teacher shows a picture and says a sentence. Students say Yes or No. Examples: *Teacher shows a school.* "This is a school." →

Yes. *Teacher shows a supermarket.* "This is a hospital." → No

"Sentence Practice With Frames"

The teacher writes sentence starters: "I go to the _____ to eat." "I go to _____ to buy food." "I go to _____ to learn." Students help complete them verbally first. The teacher writes correct answers on the board. Then students write in notebooks.

"Listen and Point to the City Place"

The teacher shows a set of city place pictures (projected or on cards). The teacher says: "Point to the airport." "Point to the museum." "Point to the stadium." Students point; teacher confirms and repeats for pronunciation.

"Where Do You Go...?" (Teacher-Asks, Students-Answer)

The teacher shows a picture and asks: "Where do you go to watch a movie?" Students: "To the theater." "Where do you go to take a plane?" Students: "To the airport." The teacher helps correct and model full sentences.

"Yes or No? Identify the City Place"

The teacher shows a picture and says: "This is a stadium." Students: Yes or No "This is a zoo." Students: Yes or No Teacher encourages students to correct wrong sentences: "No, it's a museum."

"Mini Dialogues With Support"

Teacher models simple dialogues: Teacher: "Where do you go to study?" Students: "I go to the university." Teacher: "Where do you go to watch a soccer game?" Students: "To the stadium." Students practice with the teacher, then with partners.

Guess the Place! (Teacher Clues)

The teacher reads clues; students guess the place. The teacher says: "It is a place where you borrow books." → "*Library!*" "You go here to watch movies." → "*Cinema!*" "It's where firefighters work." → "*Fire station!*" "You can buy medicine here." → "*Pharmacy!*" "People take a bus here." → "*Bus station!*" Then students repeat the vocabulary.

Which Place Do I Need? (Problem Scenarios)

The teacher reads a situation, and students choose the city place. "I want to see animals." → *Zoo* "I need to save money." → *Bank* "I want to learn history." → *Museum* "I need a haircut." → *Hair salon* "I want to eat pizza." → *Restaurant* Students raise a card, point, or shout the answer.

Sentence Builder Cards

Give students word cards (or teacher writes on the board): Subjects: I / We / My family. Verbs: go to / visit / like. Places: park / museum / mall / hospital / fire station. Reasons: to play / to learn / to buy things / to get help. Teacher models: "I go to the park to play." Students build their own sentences using the cards.

Regular or Irregular? (Teacher Sorting Activity)

1. Write verbs on the board (mix of both types): *walk, play, jump, study, visit, go, eat, have, make, see, take*.
2. Create two columns: Regular and Irregular.
3. Call students one by one to move a verb to the correct column.
4. Class repeats pronunciation after each.

Complete the Sentence (Teacher-Guided)

The teacher shows sentences with blanks: "Yesterday I _____ (walk) to school." "She _____ (go) to the store." "We _____ (play) soccer." "My dad _____ (eat) tacos." "They _____ (visit) the museum." The teacher models one, then students fill in orally or in notebooks. Answers: walked, went, played, ate, visited.

Transform the Verb (Teacher Modeling)

The teacher writes a set of verbs on the board: *Jump, call, help, go, see, buy, want, have, run, study*. Teacher models: "Jump → jumped." "Go → went." Then students do the rest as a class.

Listen & Choose (Regular or Irregular?)

The teacher reads a sentence; students hold up cards: R (regular) or I (irregular). Examples: "Yesterday I played video games." → R "My mom went to work." → I "We helped our teacher." → R "She saw a movie." → I "He had breakfast at 8." → I

Sentence Match (Verb → Past Tense Form)

The teacher prepares two sides on the board: Base Verbs: *walk, see, jump, eat, call, go*. Past Forms: *ate, went, saw, walked, called, jumped* Students come up and connect the pairs.

"Present or Past?" (Teacher Says → Students Decide)

The teacher says a verb form; students show P (present) or PA (past) with hand signs. Examples: "walk" → P "walked" → PA "go" → P "went" → PA "eat" → P "ate" → PA. The teacher checks the answers together.

Sentence Sorting (Board Activity)

Write mixed sentences: "I walk to school." "I walked to school." "She eats breakfast." "She ate breakfast." "They play soccer." "They

played soccer." Teacher asks students to come and sort them under: Present Tense | Past Tense.

"Change It!" (Present → Past)

Teacher: "I play soccer." → "I played soccer." Students practice with teacher guidance: "I eat pizza." → "I ate pizza." "She goes to school." → "She went to school." "We walk to the park." → "We walked to the park." "They have a dog." → "They had a dog."

Tense Choice—A or B?

The teacher reads, students choose A (present) or B (past). 1. "She A. goes / B. went to school every day." 2. → A "Yesterday she A. goes / B. went to school." → B 3. "I always A. eat / B. ate fruit." → A 4. "Last night I A. eat / B. ate tacos." → B 5. "We A. play / B. played soccer on weekends." → A.

Mini-Dialogues (Teacher Models → Students Repeat)

Dialogue model: Teacher: "What do you do on weekends?" Students: "I play video games." Teacher: "What did you do last weekend?" Students: "I played video games." Students practice in pairs with teacher guidance.

"Listen and Repeat: Key Facts"

The teacher reads short sentences; students repeat in chorus. Examples: "Madero was born in Parras, Coahuila." "Carranza was born in Cuatro Ciénegas, Coahuila." "Madero fought for democracy." "Carranza created the 1917 Constitution." The teacher checks pronunciation and understanding.

Fact Sorting: Madero or Carranza?

The teacher reads facts, students say **M** for Madero or **C** for Carranza. Facts: "He wrote *La Sucesión Presidencial*." → M. "He became President of Mexico." → Both. "He supported the 1917 Constitution." → C. "He started the Mexican Revolution in 1910." → M. "He was from Cuatro Ciénegas." → C. Students answer together. The teacher corrects as needed.

Present or Past? Talking About History

Teacher: "Madero was a leader. He *started* the Revolution." Students repeat. Then the teacher gives guided prompts: "Madero _____ (fight) for democracy." "Carranza _____ (write) new laws." "Both leaders _____ (work) for Mexico." Students compete together: fought, wrote, worked.

Yes or No? (Fact Check Activity)

The teacher reads sentences; students respond "Yes!" or "No!" "Madero was from Coahuila." → Yes. "Carranza was born in

Parras." → No. "Madero fought for democracy." → Yes. "Carranza started the Revolution." → No. "Both were important leaders." → Yes.

Guided Listening: Short Biography Clips

The teacher reads: "Francisco I. Madero was born in Parras, Coahuila. He wanted fair elections and democracy. In 1910, he started the Mexican Revolution. Venustiano Carranza, from Cuatro Ciénegas, helped create the 1917 Constitution and became president after Madero." Then the teacher asks guided questions: "Where was Madero born?" "What did he want?" "Where was Carranza born?" "What did Carranza help create?" Students answer with teacher support.

Guided Dialogue Practice

Teacher models: **Student A:** "Who was Francisco I. Madero?" **Student B:** "He was a leader from Parras. He started the Mexican Revolution." The teacher guides pairs to repeat or substitute: "Who was Venustiano Carranza?" "He was a leader from Cuatro Ciénegas. He created the 1917 Constitution."

True or False + Correction

The teacher reads: "Madero created the 1917 Constitution." "Carranza was born in Cuatro Ciénegas." "Madero wanted democracy." "Carranza started the Revolution." Students say "True" or "False," and the teacher corrects the false ones. False corrections: No — Carranza created the 1917 Constitution. No — Madero started the Revolution.

Listen and Repeat (Key Vocabulary)

The teacher says the vocabulary; students repeat in chorus.

- Expo Sabinas: horses, rodeo, artisans, food stalls, music.
- Grape & Wine Festival: grapes, harvest, vineyards, wine (for adults), music, dance.
- Day of the Dead: altar, candles, flowers, sugar skulls, cempasuchil, photos. The teacher checks pronunciation and meaning.

Complete the Sentence (Guided)

The teacher gives sentences with 2 options: Expo Sabinas has _____ (horses / grapes). The Grape & Wine Festival celebrates the _____ (harvest / altar). On Day of the Dead we make an _____ (altar / vineyard). People visit _____ (vineyards / cemeteries) on Day of the Dead. Expo Sabinas has rodeos and _____ (music / skulls). Students answer together.

Which Festival Is It? (Teacher Reads → Students Identify)

The teacher reads clues; students say "Expo Sabinas," "Grape & Wine Festival," or "Day of the Dead." "This festival has horses and

rodeos." → Expo Sabinas. "People celebrate the grape harvest." → Grape & Wine Festival. "Families make altars with flowers and photos." → Day of the Dead. "There are vineyards and traditional dances." → Grape & Wine Festival. "You see sugar skulls and candles." → Day of the Dead.

Present or Past? (Simple Practice with Festivals)

Teacher models: Present: "Expo Sabinas has music." Past: "Last year, Expo Sabinas had music." The teacher guides students with these sentences: "The Grape & Wine Festival _____ (has / had) grapes." "Last year, we _____ (visit / visited) the festival." "On Day of the Dead, families _____ (make / made) altars." Students respond together.

Listen and Choose A/B

The teacher reads sentences; students choose A or B.

1. "Expo Sabinas has **A. horses / B. grapes.**"
→ A
2. "The Grape & Wine Festival has **A. altars / B. vineyards.**"
→ B
3. "Day of the Dead uses **A. cempasuchil / B. cowboys.**"
→ A
4. "Expo Sabinas has **A. rodeo / B. sugar skulls.**"
→ A

Picture Identification (Teacher Shows → Students Describe)

The teacher shows pictures or draws simple icons: (a horse, a grape bunch, an altar, a vineyard). The teacher asks: "What festival is this picture from?" Students answer and say one descriptive sentence. Example: "Grape Festival – It has grapes and vineyards."

[Worksheet Reference](#)

 [Fifth Grade_UNIT3.pdf](#)

- City buildings: pg. 12-13
- Simple past: pg. 18-19
- Historical People: pg. 24


- Festivities and Customs: pg. 25

Suggested Session Distribution: Sessions 14-18

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

Achievement: Students will independently apply vocabulary about town and city places and correctly use regular and irregular verbs in the present and past tense to create short descriptions, sentences, or worksheets. They will demonstrate understanding by describing historical people from Coahuila (Madero and Carranza) and explaining local festivals and customs such as Expo Sabinas, the Grape & Wine Festival, and the Day of the Dead. Through individual tasks, students will show that they can use the language structures and content knowledge without teacher assistance, reinforcing accuracy, comprehension, and autonomy.

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 checked="" 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 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	<input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input checked="" type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes <input 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 ▾ Sentence Scramble ▾ Crossword ▾ Flashcards ▾ Prompts ▾ Creative Writing ▾ Interview ▾
Word Search ▾ Context Clues ▾ Reading Comprehension ▾

- Activity Description:

→ **The Stories that bring us together (pp.10-27)**

Projects and Readings

- Project Development pg. 16-17
- Grammar review and practice: pg. 24-25

“Town Places Crossword”

Give students a crossword puzzle with definitions such as: “You borrow books here.” → Library “Doctors work here.” → Hospital “You buy bread here.” → Bakery “You watch movies here.” → Cinema They complete the crossword independently. *(I can create the crossword if you want.)*

“Where Am I?” Cards (Short Reading Task)

Students read short clues and write the correct place. Examples: “I am buying vegetables and fruit.” → Grocery Store. “I’m checking out a book.” → Library. “I need money, so I go to the...” → Bank. “I feel sick, so I go to the...” → Hospital. Students write the answers

in complete sentences if desired.

“Town Places Matching Sheet”

Give students a worksheet with two columns:

- Column A: pictures.
- Column B: words (house, plaza, hill, kiosk, grocery store, etc.)
- Students match them. Then they choose 3 places and write sentences about each. Example: “People buy vegetables in the grocery store.”

“A Day in My Town – Paragraph Writing”

Students write a short paragraph about places they visit in one day. Example structure: First, I go to the _____. Then, I go to the _____. After that, I visit the _____. Finally, I go home. Encourage them to use time connectors and place vocabulary.

“Town Places Survey Chart”

Students complete a small survey asking 5 classmates about their favorite place in town (park, mall, cinema, swimming pool, etc.). Then write 5 sentences summarizing results.

Example: “Three students like the kiosk.” “Two students prefer the plaza.”

City Places Reading Cards (“Where Am I?”)

Students read clues and write the correct city place. Examples: “People work in tall offices here.” → Skyscraper. “You can watch sports or concerts here.” → Stadium. “You can take the train underground here.” → Subway station. “People vote and government workers help here.” → City hall. Extension: Students write their own “Where am I?” clues.

City Places Scavenger Hunt (Classroom Version)

Post pictures around the classroom. Students walk around independently matching the words on their worksheet to the pictures (e.g., “airport,” “museum,” “bus station,” “restaurant,” “mall,” “hotel,” “pharmacy,” “bank”). Extension: Choose 3 places and write sentences.

“My Day in the City” – Paragraph Writing

Students write a paragraph describing a day visiting places in the city. Template: First, I go to the _____. Then, I visit the _____. After that, I take the bus to the _____. Finally, I go to the _____. Encourage use of transition words.

City Helpers & Places Matching

Students match each helper with the city place where they work. Examples: A pilot → airport. A mayor → city hall. A police officer → police station. A chef → restaurant. A cashier → supermarket/mall. Then students write 3 complete sentences. Example: "A mayor works in the city hall."

Mini Survey – Favorite City Place

Students ask 5 classmates what their favorite city place is (mall, zoo, stadium, park, museum, etc.). They fill a chart and write 3–5 summary sentences. Example: "Four students like the zoo." "Two students prefer the mall."

City Places Word Search + Sentence Creation

Students complete a word search with places such as: hotel, airport, bus station, restaurant, mall, police station, library, stadium. Afterward they write 5 sentences using the words.

"Missing Letters Challenge"

Provide city place names with missing letters: Example: _ i t y h _ l l (city hall). s _ a _ i _ m (stadium). r _ s t _ u r _ n t (restaurant). a _ r _ _ r t (airport). h _ s p _ t _ l (hospital). Students fill in the words and then choose 3 to draw.

Regular vs. Irregular Verb Sort

Give students a list of mixed verbs: walk – go – play – eat – study – run – watch – make – clean – write – help – see. Instructions: Students create two columns: Regular verbs, Irregular verbs. Then they write the past tense forms of each verb. Example: walk → walked go → went.

"My Yesterday" Mini Paragraph

Students write a short paragraph (5–7 sentences) describing what they did yesterday. They must use at least 5 regular verbs (played, watched, studied...) and 5 irregular verbs (went, had, made...). Example sentence starters: "Yesterday I ____." "Then I ____." "After that I ____."

Past Tense Verb Maze

Students receive a maze with verbs. To reach the finish line, they must follow ONLY correct past tense forms. Example squares include: went, goed ✗, made, maked ✗, played, studied ✗. They color or trace the correct path.

Past Tense Sentence Completion

Students complete 10–12 sentences with the correct past tense verb. Examples: Yesterday I ____ (go) to the park. My mom ____ (make) dinner. We ____ (play) soccer. I ____ (see) my friends. She ____ (help) her sister.

Verb Transformation Puzzle

Provide cards or worksheet boxes where students write: Base form, Past tense. Sentence using the verb. Example: Verb: write. Past: wrote. Sentence: "I wrote a letter." Students complete 6–8 of these.

Regular Verb "-ed" Rules Practice

Give students verbs such as: stop, cry, dance, play, hop. Students write their past tense forms and identify the rule: double, consonant: stopped, change y → ied: cried, add -ed: played.

"Who Am I?" Verb Riddle

Students read clues and identify the verb in past tense. Example: "I am the past tense of 'take.' What am I?" → took. "I am the past tense of 'eat.' What am I?" → ate. "I am the past tense of 'walk.' What am I?" → walked. Then they create 3 of their own.

Past Tense Word Search + Sentence Writing

Include past tense words such as: walked – helped – studied – played – went – saw – had – made – wrote – ran. After finding the words, students choose 5 words and write sentences.

Present or Past? Verb Sorting Chart

Give students a mixed list of verbs: go – goes – went – eat – eats – ate – play – played – study – studied – run – ran – write – wrote. Students create a 2-column chart: Present tense, Past tense. Then they sort each verb into the correct column.

"Daily Routine vs. Yesterday" Writing

Students write two short paragraphs: Present tense: What they *usually do*. Past tense: What they *did yesterday*. Example starters:
Present: "I wake up at 7:00. I go to school. I eat lunch with my friends." Past: "Yesterday, I woke up late. I went to school. I ate lunch at home."

Sentence Transformation (Present → Past / Past → Present)

Provide 10 sentences. Students rewrite each in the opposite tense. Examples: "I walk to school." → "I walked to school." "She played soccer." → "She plays soccer." "They eat breakfast." → "They ate breakfast."

“Two Timelines” Activity

Students draw two simple timelines: Today, Yesterday. Then they write 5 actions on each timeline using the correct tense. Example: Today: “I play video games.” Yesterday: “I played video games.”

Mixed Tense Cloze Activity

Prepare a short paragraph with blanks. Some require present tense, others past tense. Example: “Every day I ___ (walk) to school, but yesterday I ___ (go) by car. I usually ___ (eat) breakfast at 7:00, but yesterday I ___ (eat) at 8:30.” Students fill in: walk / went / eat / ate.

Present and Past Tense Matching

Students match verbs in the present with their past tense partners. Examples: go → went, have → had, make → made, see → saw, talk → talked, clean → cleaned. Then write 3 sentences using any matched pairs.

Past or Present? True or False

Students read mixed sentences and decide if they describe the present or past. Examples: “I walk to school every day.” → Present. “I walked to school this morning.” → Past. “She eats breakfast at 7:00.” → Present. “She ate pancakes today.” → Past. They check P or Past.

“Before and After” Mini Comics

Students draw a two-panel comic: Panel 1: Present action (ex: “I ride my bike.”) Panel 2: Same action in the past (ex: “I rode my bike yesterday.”) Then write captions under each panel using correct tense.

“Fact Cards” – Identify Key Information

Give students a short reading about each leader (Madero and Carranza). Students create two fact cards, one for each person, with: Birthplace, Important actions, Role in the Revolution, One interesting fact. Example: Madero: “Started the Mexican Revolution in 1910.” Carranza: “Created the Constitution of 1917.”

Venn Diagram – Compare Madero and Carranza

Students complete a Venn diagram with: Madero's characteristics. Carranza's characteristics. What they share in common. Examples: Madero: Fought against Porfirio Díaz. Carranza: First Chief of the Constitutionalist Army. Both: Important leaders of the Mexican Revolution.

Timeline Creation

Students make a simple timeline including: Madero writes *La Sucesión Presidencial*, Plan de San Luis (1910), Carranza creates the Plan de Guadalupe (1913), Constitution of 1917. They label each event and draw small icons.

“Who Am I?” Clue Cards

Students read clues and identify the person. Examples: “I started the Mexican Revolution against Díaz.” → Madero. “I supported the Constitution of 1917.” → Carranza. “I was President of Mexico in 1911.” → Madero. “I led the Constitutionalist Army.” → Carranza. Then students create 3 of their own clues.

Short Biography Writing

Students choose either Madero or Carranza and write a 6–8 sentence biography including: Birthplace in Coahuila. Early life. Role in the Revolution. Accomplishments. Why the person is important

Sentence Completion – Historical Facts

Students complete sentences like: Madero was born in _____. He fought against _____. Carranza created the Plan de _____. The Constitution of _____ was written during Carranza's government.

“Important Contributions” Chart

Students fill in a 3-column chart:

Person	Contribution	Why it was important
Madero	Plan de San Luis	Started the Revolution
Carranza	Constitution of 1917	Established modern laws

They must write at least 3 contributions for each leader.

Picture Analysis – What Do You See?

Provide pictures (portraits, documents, or monuments) of Madero and Carranza. Students write 3–5 sentences describing each

image. Example: "Madero is wearing a suit." "Carranza has a long beard." "The picture shows an important document."

Fill-in-the-Blank Reading

Short reading with missing key terms: "_____ started the Revolution in 1910. Carranza created the _____ in 1913. The Constitution of _____ was written under his leadership." Students fill in: Madero – Plan de Guadalupe – 1917

Festival Fact Sheets

Students create three mini fact sheets, one for each festival. Each includes: Name of the festival, Where it takes place, When it happens, Activities or traditions, One interesting fact. Example: Expo Sabinas: livestock exhibition, concerts, traditional food.

Festival Descriptions (Picture Writing)

Give students pictures (or they may search/draw them) of: Expo Sabinas. Grape & Wine Festival. Day of the Dead altars, catrinas, flowers. Students write 4–6 sentences describing what they see. Examples: "People display cattle and horses at Expo Sabinas." "There are grapes, wine tastings, and music at the Grape Festival." "Families decorate altars with candles and marigold flowers."

Festival Vocabulary Matching

Students match words to the correct festival. Example list: grapes, altars, horses, candles, wine, ranchers, catrinas, traditional food, exhibitions. Students create 3 sentences using any matched words.

"My Favorite Festival" Paragraph

Students write a 6–8 sentence paragraph about the festival they like the most and why. Prompt ideas: What do you see at the festival? What activities do you prefer? Why is it special for your community?

Festival Mini Poster

Students choose one festival and create a mini poster including: Title, 3 main facts, 1 picture, Why it is important for Coahuila. This can be done with paper or digitally.

"What Happens Here?" Matching Activity

Students match descriptions to the correct festival: "There are grape harvests and wine tastings." → Grape & Wine Festival. "Families honor their loved ones with candles and flowers." → Day of the Dead. "There are horse shows, concerts, and food stands." → Expo Sabinas. Students then create their own three descriptions.

Reading & Questions – Three Mini Paragraphs

Provide short paragraphs (4–5 sentences each) about the three festivals. Students answer questions such as: What is the purpose of the festival? What activities are mentioned? Why is it important for the people of Coahuila?

[Worksheet Reference](#)







 [Fifth Grade_UNIT3.pdf](#)










- Places in the city: pg. 14
- Simple past: pg. 20-21
- Festivities and Customs: pg. 26

Suggested Session Distribution: Sessions 19-21

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

Achievement: Students will consolidate their learning by reviewing key vocabulary about town and city places and reflecting on their use of regular and irregular verbs in the present and past tense. They will summarize what they learned about historical figures from Coahuila (Madero and Carranza) and local festivals and customs, including Expo Sabinas, the Grape & Wine Festival, and the Day of the Dead. Through brief closing activities—such as sharing answers, completing a quick reflection, or participating in a short oral recap—students will demonstrate understanding of the lesson’s main concepts and clarify any remaining doubts. Present their final project.

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 checked="" type="checkbox"/>  Textbook <input checked="" type="checkbox"/>  Notebook

	<input checked="" type="checkbox"/>  Worksheet <input checked="" type="checkbox"/>  Visual Aids (Poster, flashcards, charts, etc.) <input type="checkbox"/>  Digital Resources (websites, apps, videos, etc.) <input checked="" type="checkbox"/>  Realia <input checked="" type="checkbox"/>  Didactic Games
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 checked="" type="checkbox"/> Checklists <input checked="" 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:

Role Playing ▾ Pictionary ▾ Prompts ▾ Fill in the Blanks ▾ Flashcards ▾ TPR ▾ Bingo ▾ Interview ▾ Interview ▾

- Activity Description:

→ **The Stories that bring us together (pp.10-27)**

“What Place Am I?” Guessing Game

The teacher reads clues; students guess the place. Examples: “People borrow books here.” → Library. “You buy medicine here.” Pharmacy. “You send letters here.” → Post office. Students can also create 1 clue for homework.

Quick Draw Challenge

Students choose any town place and draw it in 1 minute. Then they label it and write one short sentence: “I go to the supermarket on weekends.”

“True or False?” Flash Round

Teacher says sentences and students show: 👍 True / 👎 False. Examples: “We buy bread at the bakery.” “The hospital is where we buy clothes.” “The school is a place for learning.”

Mini Map Check

Show a simple town map. Students complete 3 quick tasks: Circle the library. Draw a line to the park. Mark an X on the hospital

“One Sentence Summary”

Students write one final sentence using a town place and an activity: “I play soccer at the park.” “I buy food at the supermarket.”

Vocabulary Chain

One student says a place: “School.” The next student adds one: “School, park.” Next: “School, park, supermarket.” Continue around the class.

“My Favorite Place” Share

Students choose a town place and complete: “My favorite place is the _____. I like it because _____.” Share with a partner or the class. Here are wrap-up activities for 5th grade with the theme City Places. They are short, engaging, and ideal for the last minutes of class

to reinforce the lesson.

“City Places Quick Draw”

- Teacher says a place: “hospital,” “museum,” “police station,” “library,” etc. Students draw a very *quick* sketch (10–15 seconds). When time is up, they show it and say the sentence: “This is a hospital.” “You can read books in the library.”

“Two Truths and One Lie – City Edition”

Students write 3 sentences about city places: Example: There are books in the library. You buy medicine in the pharmacy. You swim in the police station. (lie) Class guesses the false one.

“Find Someone Who...”

Students stand up with a checklist: ...has been to a museum. ...has visited a hospital. ...likes going to the cinema. ...lives near a park. They must find classmates and ask: “Have you been to the (place)?”

“Ask the Clue!”

The teacher gives clues: “You borrow books here.” “You can take a bus here.” “You buy bread here.” Students answer: “Library!” “Bus station!” “Bakery!”

“Past or Present? Quick Cards”

The teacher says a verb: go, play, eat, talk, write, jump, see, walk, make, listen. Students hold up one of two cards: P = Present. PT = Past. Then say the verb in both forms: “go – went” “play – played”

“Regular or Irregular? Touch the Wall”

Label two sides of the room: Regular and Irregular. The teacher calls out verbs: “watch!” “draw!” “cook!” “run!” Students run/walk to the correct side. Optional: A volunteer calls the verbs.

“Verb Ball Pass”

Students stand in a circle. Pass a soft ball. The student with the ball says: Present: “eat” → the next student says the Past: “ate.” Continue with different verbs.

“Sentence Fixer”

The teacher writes 3 sentences: “Yesterday I go to school.” “Last night I watched TV.” “Last week I eat tacos.” Students rewrite or

say them correctly: "Yesterday I went to school." "Last week I ate tacos."

"Two Regular, One Irregular"

Students write 3 verbs: 2 regular, 1 irregular. Example: played, walked, took. Classmates guess which is the irregular one.

"Past Tense Bingo"

Give each student a mini bingo grid with past verbs: went, bought, played, danced, saw, made, studied, wrote. The teacher calls the present form: "go!" → students mark went. "buy!" → students mark bought. First to complete a row wins.

"Flash Verb Challenge"

The teacher shows quick flashcards with verbs. Students say the past immediately. read → read. drink → drank. clean → cleaned. think → thought. Make it fast-paced for fun!

"Present or Past? Show Me!"

Students have two cards: PRESENT and PAST. The teacher says a sentence, and students show the correct card. Examples: "I walk to school." → Present. "She played soccer yesterday." → Past. "They study every day." → Present. "He ate tacos last night." → Past.

"Fix the Sentence!"

Write 3–4 incorrect sentences on the board: "Yesterday I go to the park." "Today she *went* to school." "Last night I *watch* a movie." Students correct them: "Yesterday I went to the park." "Today she goes to school." "Last night I watched a movie."

"Yesterday vs. Every Day" Sort

Write small sentence strips. Students sort them into two posters: Every Day = Present. Yesterday = Past. Examples: "I brush my teeth." "I brushed my teeth." "They eat breakfast." "They ate breakfast."

"Present or Past Mini Bingo"

Students receive a bingo grid with mixed verbs in past and present. The teacher calls out conjugations; students mark what they hear. Example calls: "walked" "eat" "played" "ran" "study" First to complete a row wins.

"Change the Time Marker!"

The teacher says a sentence in the present: "I play soccer today." Students change it to past by replacing the time marker and adjusting the verb: "I played soccer yesterday." And vice versa: "I ate tacos yesterday." → "I eat tacos today."

“Choose the Correct Verb!”

The teacher says a sentence with two options: “Yesterday I (walk / walked) to school.” “Today she (plays / played) basketball.” Students respond by shouting the correct option.

“Draw the Tense!”

Students get mini whiteboards or notebooks. The teacher says a verb and time marker: “jump – yesterday” “eat – every day” Students draw a quick sketch of the action, then write the correct form: jumped. Eat.

“Verb Dominoes”

The teacher gives students small domino-style cards: One side: present verb (eat) Other side: past verb (walked). Students must connect matching pairs: eat → ate. play → played. go → went. Great for quick group work.

“Who Am I?” Guessing Game

The teacher reads a short clue. Students guess Madero or Carranza. Examples: “I was born in Parras, Coahuila.” → Madero. “I became President after Huerta.” → Carranza. “I wrote *La Sucesión Presidencial*.” → Madero. “I created the Constitution of 1917.” → Carranza. Fun, fast, and reinforces key facts.

“Quick Compare” (1 minute)

Students work in pairs. They write one similarity and one difference between Madero and Carranza. Examples: Similarity: Both were from Coahuila. Difference: Madero started the Revolution; Carranza finished it with the Constitution. Share a few answers.

“Historical Snap Game”

The teacher shows a flashcard with a word. Students shout “Madero!” or “Carranza!” Flashcards: Democracy → Madero. Constitution → Carranza. Parras → Madero. Cuatro Ciénegas → Carranza. Revolution 1910 → Madero. 1917 → Carranza.

“Match It!” Board Race

Write mixed words on the board. Students match them to the correct person. Words: Plan de San Luis, Constitution 1917, Parras, Coahuila, Cuatro Ciénegas, Democracy. Fast and competitive.

“Stand Up If...”

The teacher reads statements. Students stand if the statement is true about Madero or Carranza. Examples: “He was born in

Coahuila." → Both. "He wrote the Plan de San Luis." → Madero. "He created the Constitution of 1917." → Carranza. "He fought against the dictatorship." → Madero.

"Post-It Memory Wall"

Students write 1 fact about Madero or Carranza on a sticky note and place it under the correct name on the board. Then the class reviews the best or most interesting facts.

"Exit Pair Share"

In pairs, students answer two quick questions: What did Madero do for Mexico? What did Carranza do for Mexico? Then one volunteer shares aloud.

"Guess the Festival!"

The teacher reads a clue. Students guess the correct festivity. Examples: "We celebrate coal mining history." → Expo Sabinas. "We honor our loved ones with altars." → Day of the Dead. "It takes place in Parras and includes wine tasting." → Grape & Wine Festival. "It includes cabalgatas and artisan exhibits." → Expo Sabinas.

"True or False?"

The teacher says a sentence. Students hold T (true) or F (false). Examples: "Day of the Dead uses marigold flowers." → True. "Expo Sabinas is about music and mining traditions." → True. "The Grape & Wine Festival is in Sabinas." → False (It's in Parras). "Day of the Dead happens in December." → False.

"3 Facts in 30 Seconds"

In pairs, students share 3 quick facts about ANY festivity. Examples: Expo Sabinas celebrates mining. Day of the Dead uses altars. The Grape & Wine Festival is in Parras. One pair shares with the class.

"Festival Sorting Table"

On the board, write a table with 3 columns. Students place words under the right event:

Expo Sabinas Grape & Wine Festival Day of the Dead

The teacher says items one by one, students tell you where to put them.

"Complete the Sentence"

The teacher starts a sentence; students finish it. Examples: "Expo Sabinas is important because..." "The Grape & Wine Festival is

celebrated in..." "On Day of the Dead, families..." "A tradition from Coahuila that I like is..."

"Thumbs Up / Down / Sideways"

Teacher reads statements, and students react: 👍 = Correct 👎 = Incorrect 🤔 = Not sure. Examples: "Day of the Dead is in November." → 👍 "Expo Sabinas celebrates grapes." → 👎 "Grape Festival includes wine tasting." → 👍

"Festival Freeze Dance"

Play music for 10 seconds. Students dance. When the music stops, the teacher calls a festival. Students make a pose related to it: Expo Sabinas → "miner pose" Grape Festival → "holding grapes" Day of the Dead → "altar hands"

[Worksheet Reference](#)

 [Fifth Grade_UNIT3.pdf](#)

- City and Town: pg. 11
- Simple past: pg. 22
- Knowing your State (Coahuila): pg. 27-28