



INSTRUCTIONAL GUIDE 6TH GRADE 2025-2026 UNIT 2

GRADE	6th Grade Elementary ▾
PERIOD	2nd Period ▾
UNIT	2 ▾
TERM	November 10th - December 19th
TOTAL OF SESSIONS	6 weeks
LEARNING OBJECTIVE	Students will identify and describe family relationships through vocabulary related to the family tree, using possessive adjectives and descriptive adjectives to express characteristics and personal qualities. They will learn the structure and purpose of different types of written communication, including friendly letters, business letters, thank-you letters, simple contracts, and bill formats. By integrating language and real-life contexts, students will develop their writing, reading, and communication skills while expressing respect, organization, and responsibility in both personal and formal situations.

NEM	Project	<ul style="list-style-type: none"> ● My Family is my Amazing Team (pp. 24-39) ● Let's Understand and Solve Common Problems (pp. 104-119)
	Product	<ul style="list-style-type: none"> ● Presentation of their family tree ● Thank you Letter
	Content	<ul style="list-style-type: none"> Sensations, emotions, feelings and ideas expressed in English ▾ Natural and social environments ▾ Information and relevant data for the community ▾ Oral and written texts in English ▾
	LDP (Learning Development Process)	<ul style="list-style-type: none"> Regularly records and describes emotions, sensations, feelings, and ideas related to significant community events through texts and... ▾ Identifies various roles performed in natural and social environments and investigates their participation in them. ▾ Records and shares impressions about the characteristics of roles performed in natural and social environments. ▾

	<p>Explores a relevant topic for the community by consulting written and visual sources in English. ▾</p> <p>Participates in the search, selection, and recording of information on relevant topics for the community. ▾</p> <p>Creates and tells short stories inspired by paintings and photographs from various authors, preferably English-speaking ones. ▾</p>
Articulating Axes	<p>Critical thinking ▾ Cultural appropriation through reading and writing ▾ Inclusion ▾</p>

CEFR SKILLS	Listening	<ul style="list-style-type: none"> • A2: Ss can follow clearly spoken, simple descriptions of people and places • A2: Ss can understand people if they speak very slowly and clearly about simple everyday topics.
	Reading	<ul style="list-style-type: none"> • A2: Ss can understand short descriptions of familiar people • A2: In everyday situations Ss can understand simple messages written by friends or colleagues.
	Writing	<ul style="list-style-type: none"> • A2: Can compose very simple personal letters expressing thanks and apology. • A2: Ss can convey the main points involved in short, simple texts on everyday subjects of immediate interest provided these are expressed clearly in simple language
	Speaking	<ul style="list-style-type: none"> • A2: Ss can describe the appearance and personality of family members
	Grammar & Language Structure	<ul style="list-style-type: none"> • Personal pronouns. Verb to be + adjective: I am smart / My mother is very kind / My friends are very loud. • Express what family members "are good at" , "To be good at + an -ing-activity: "My father is very good at repairing things". • Possessive adjectives: My, your, his, her, their. "His mother has two children". etc. • Parts of a letter. • Difference between different types of letters: friendly letters, business letters, contracts and purchase notes.
	Vocabulary	<ul style="list-style-type: none"> • Vocabulary to describe different types of family: single parent, nuclear family, adoptive family, childless couple, minors living with relatives, extended family. • Adjectives to describe personality and physical traits: Tall, short, young, thin, athletic, intelligent, nice, kind, outgoing, shy, funny, creative, friendly, smart, quiet, cheerful. • Family members: Mom, dad, brother, sister, son, daughter, grandfather, grandmother, aunt, uncle, cousin.

	<ul style="list-style-type: none"> • Activities, hobbies, sports, crafts. (practice pp. 34) • Vocabulary to talk about utilities: phone, water and sewage, electricity, gas, etc. • Vocabulary to refer to billing: bill, ticket, letter, notice, payment, debt, purchase, billing period, due date, contract, will, donation, certificate. (105-108) • Weather: sunny, rainy, cloudy, cold, hot. • Days of the Week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. • Months of the year: January, February, March, April, May, June, July, August, September, October, November, December. • Alphabet: A-Z
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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 - 3

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

Achievement: Students review key vocabulary and concepts by orally practicing weather terms, days of the week, months of the year, the alphabet, and numbers from 1 to 30, preparing them for participation in the lesson and reinforcing fluency and accuracy in basic English skills. They will activate prior knowledge and vocabulary by reviewing family relationships, practicing possessive adjectives, describing people with personality adjectives, identifying parts of a letter, and recalling key elements of simple contracts and bill formats, in order to prepare for structured activities and independent practice.

Skill	<input checked="" type="checkbox"/>  Listening <input type="checkbox"/>  Reading <input type="checkbox"/>  Writing & Language Structure
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	<input checked="" type="checkbox"/> 🗣️ Speaking
Resources	<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
Classroom Interactive Patterns	<input checked="" type="checkbox"/> 🏠 Whole Group <input checked="" type="checkbox"/> 👥 Small group work <input type="checkbox"/> 👫 Pair work <input 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: <div style="display: flex; gap: 5px; margin-top: 5px;"> <div style="background-color: #f4a460; padding: 2px 5px; border: 1px solid #ccc;">TPR ▾</div> <div style="background-color: #f4a460; padding: 2px 5px; border: 1px solid #ccc;">Simon Says ▾</div> <div style="background-color: #c09cf2; padding: 2px 5px; border: 1px solid #ccc;">Realia Strategies ▾</div> <div style="background-color: #f4a460; padding: 2px 5px; border: 1px solid #ccc;">KWL Chart ▾</div> <div style="background-color: #8eb9e2; padding: 2px 5px; border: 1px solid #ccc;">Find Someone Who ▾</div> <div style="background-color: #c09cf2; padding: 2px 5px; border: 1px solid #ccc;">Flashcards ▾</div> </div> Activity Description: 	
Weather Charades	

- Write words like *sunny, cloudy, rainy, windy, snowy, stormy, foggy, hot, cold* on slips of paper.
- One student picks a card and acts out the weather without speaking.
- The rest of the class guesses: “*Is it sunny?*” / “*It’s raining!*”

Weather Flash Race

- Show flashcards or pictures of different weather conditions.
- Students raise their hands or shout out the correct word.
- You can make it competitive by dividing the class into teams.

Example: “What’s this?” (*shows cloud*)

“It’s cloudy!”

What’s the Weather Today?

- Ask students to look out the window.
- Have them describe today’s weather using full sentences.
- Example prompts:
 - “Today it’s...”
 - “It’s cold and windy.”
 - “It’s sunny but a little cloudy.”

Extension: A student can play “weather reporter” and give a short weather report to the class.

Days of the Week Song Race

- Play or sing a fun *Days of the Week* song (like the Addams Family tune 🎵).
- Have students clap or snap with the rhythm.
- Then, challenge them to say the days faster or backwards.

WQ Questions

- Ask questions like:
 - “What day is it today?”
 - “What day was yesterday?”
 - “What day will be tomorrow?”
- Call on students randomly or toss a soft ball for turns.

Example:

“Today is Monday. What day was yesterday?”

“Yesterday was Sunday.”


Days and Months Bingo

- Give each student a small bingo card within days or months.
- Call out words randomly: “Friday!”, “August!”, “January!”
- The first to complete a line shouts “BINGO!”

Materials: Small paper bingo grids (you can reuse them).

The Months Chant

- Lead students in a chant:

“ January, February, March, and April,
May, June, July, and August,
September, October, November, December —
These are the months of the year!”
- Add claps, snaps, or actions for rhythm.

Alphabet Chant

- Lead the class in chanting or singing the alphabet (A–Z).
- Do it once slowly, then faster.
- Add clapping, snapping, or body movements for energy.

Variation: Split the class in two — one group says A–M, the other N–Z.

Alphabet Puzzle

- Give groups a set of mixed-up alphabet cards.
- Students work together to arrange them from A–Z as fast as possible.

Materials: Alphabet cards (printed or written on paper).

Spelling Bee Mini-Game

- Call one student and say an easy word (e.g., “cat”).
- The student spells it: “C–A–T.”
- Continue with different students and words.

Variation: Make teams — each team spells one letter at a time.

Oral Counting Drill

1. Teacher says a number: 1st, 2nd, 3rd, ...
2. Students repeat chorally.
3. Teachers can mix numbers randomly to ensure students are listening carefully.

“Who’s in Order?” Game

1. Students line up in a random order.
2. Teacher calls out positions:
 - “Who is 1st? Who is 3rd? Who is 5th?”
3. Students answer orally using complete sentences:
 - “I am 1st.” / “Maria is 3rd.”

Ordinal Number Flashcards

1. The teacher shows flashcards with numbers (1–30) or written forms (first, second, third...).
2. Students call out the corresponding ordinal number or match the card to the number.
3. Optional: Quick pair work where students quiz each other.

Teacher-Guided Writing

1. Teacher writes sentences with blanks on the board:
 - “I live on the ___ floor.”
 - “He finished ___ in the race.”
2. Students complete the blanks using the correct ordinal number.
3. Review answers as a class.

Family Word Flash

Show flashcards or pictures of family members (mom, dad, aunt, uncle, cousin, grandmother, etc.).

- Students shout the correct word as fast as they can.
- You can turn it into a team competition: one point for each correct answer.

Example:

Shows picture of a man with kids

“Father!”

My Family Chain

- Each student says one sentence about a family member.
- The next student repeats and adds another.

Example:

“I have a mother.”

“I have a mother and a father.”

“I have a mother, a father, and a sister.”

Find Your Family Partner

- Give each student a card with a family role (e.g., "Mother," "Son," "Aunt," "Nephew").
- Students walk around saying: "I'm a mother. Who's my son?"
- When they find their match, they sit down together.

Example Pairs:

- Mother – Son
- Uncle – Niece
- Grandfather – Granddaughter

Who's Family Is It?

- Show pictures of different families or draw simple stick figures on the board.
- Ask questions using possessive adjectives.

Example:

"This is Tom. This is his sister."

"Her name is Anna!"

- Then, show another: "This is Maria. Who is her brother?"

Variation: Students make up short sentences about each picture.

My Family, Your Family

- Bring two toy figures or pictures.
- Say: "This is my mom." and ask a student: "Who is this?"
"That's your mom."
- Then show a student's family photo or a drawing and ask:
"Who is she?"
"She's my sister."

Variation: Students pair up and introduce one family member each: "This is my brother." / "Oh, this is your brother!"

Possessive Adjective Race

- Write incomplete sentences on the board:
 1. This is ___ father. (he)
 2. That is ___ mother. (she)
 3. ___ grandparents are old. (we)
- Divide students into two teams.
- Teams race to fill in the blanks correctly: *his, her, our*.

Example:

"This is ___ father. (he)"

"His father!"

Guess Who!

- Say a clue and have students guess who you're talking about.
Examples:
 - "Her mother is my aunt." → *My cousin*
 - "His father is my father." → *My brother*
 - "Their son is my friend." → *Their son*
- Students can also take turns giving clues to the class.

Adjective Flash Challenge

- Show flashcards or write adjectives on the board.
- Call out a word, and students make a gesture or face that represents it.
 - *Funny* → pretend to laugh 😄
 - *Kind* → make a heart with hands ❤️
 - *Sociable* → wave to friends 🙌
- The class guesses the adjective from each student's action.

Describe Your Friend

- Ask students to choose a friend and describe them using one or two adjectives.

Examples:

“My friend Ana is kind and funny.”

“Carlos is very intelligent and creative.”

- Encourage full sentences and correct pronunciation.

Variation: Students guess who is being described!

Adjective Race

- Divide the class into two teams.
- The teacher says a category like “*someone who helps others*” → the first student to answer “*kind!*” earns a point.

Examples:

- “Someone who tells the truth.” → *Honest*
- “Someone who likes talking to people.” → *Sociable*
- “Someone who gives things to others.” → *Generous*

Match the Definition

- Write adjectives on one side of the board and definitions on the other.
- Students come to the board to draw lines or match pairs.

Example:

- Creative → likes making new things
- Funny → makes people laugh
- Generous → likes to give or share

Letter Puzzle

- Cut out the parts of a sample letter (e.g., *Greeting, Body, Closing, Signature*).
- Mix them up and give one set to each group.

- Students work together to arrange the parts in the correct order.

Example Order:

1. Date
2. Greetings (Dear...)
3. Body (main message)
4. Closing (Sincerely, Love, etc.)
5. Signature (Name)

Missing Part Challenge

- Write a short letter on the board with one part missing.
- Ask students: "What's missing?"

Example:

Dear Ana,
How are you? I hope you're fine.
See you soon!

"It's missing the closing!"

Identify the Part

- Write examples on the board and have students label them.

Example:

1. *Dear Grandma,* → Greeting
2. *I miss you so much. How are you?* → Body
3. *Love, Maria* → Closing and Signature

Variation: Use a short printed letter and have students underline each part in a different color.

Mini Letter Match

- Give students short phrases and have them place them under the right heading.

Examples:

- “January 15th, 2025” → Date
- “See you soon!” → Closing
- “How are you?” → Body

Fast Write: Dear Teacher

- Ask students to write a very short letter to you or a classmate in 2–3 lines, using the correct structure.

Example:

Dear Teacher,

I'm happy today because we have English class.

Your student,

Ana

- Then they identify the *greeting*, *body*, and *closing* together.

Letter Type Detective

- Read or show short letter extracts to the class.
- Students raise their hands or hold up labeled cards (*Friendly*, *Business*, *Thank-You*) to classify each one.

Examples:

1. “Dear Grandma, I hope you are feeling better.” → *Friendly Letter*
2. “Dear Sir, I would like to apply for the position...” → *Business Letter*
3. “Dear Mrs. Lopez, thank you for the beautiful gift.” → *Thank-You Letter*

Sort It Out!

- Write 6–9 short sentences on the board.
- Students work in pairs to decide which letter each sentence belongs to.

Examples:

- “I miss you so much.” → *Friendly*

- "I would like more information about your products." → Business
 - "Thanks for your help during the project." → Thank-You
- Variation:** Use color cards for each category and let students move around to group them.

Guess the Letter Type

- Give clues orally, and students guess the type.
- Examples:**
- "This letter is to a company asking for information."
"Business letter!"
- "You send this when someone gives you a gift."
"Thank-you letter!"
- "You write this to your best friend."
"Friendly letter!"

What's in a Contact Card?

- Show a sample contact card on the board (Name, Address, Phone Number, Email).
 - Ask students to say what each part means and give examples.
- Example:**
- "This says *Phone Number*. What's that?"
"It's the number we call!"
"Good! What's your email?"

What's on the Bill?

- Show a simple bill on the board:

Ask comprehension questions:

- "What's the store name?"

- "What's the date?"
- "How much is the milk?"
- "What's the total?"

Bill Scavenger Hunt

- Give each pair a printed sample bill (can be from a store, restaurant, or electricity company).
- Ask students to find and circle these words:
 - *Date*
 - *Price*
 - *Total*
 - *Customer Name*
- The first pair to find them all wins!

[Worksheet Reference](#)

 [6th Grade_Unit2.pdf](#)

- Weather: pg. 1
- Days of the week: pg. 2
- Months of the year: pg. 3
- Ordinal Numbers: pg. 5.

Suggested Session Distribution: Sessions 4 - 7

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

Achievement: The teacher will introduce and model key concepts and vocabulary related to family trees, possessive adjectives, personality adjectives, parts of a letter, simple contracts, and bill formats, providing clear examples and guided explanations to ensure students understand the structure, usage, and context of each topic before moving to guided and independent practice.

Skill	<ul style="list-style-type: none"><input checked="" type="checkbox"/> 🎵 Listening<input checked="" type="checkbox"/> 📖 Reading<input type="checkbox"/> 📝 Writing & Language Structure<input checked="" type="checkbox"/> 🗣️ Speaking
Resources	<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, chats, 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	<ul style="list-style-type: none"><input checked="" type="checkbox"/> 🏠 Whole Group<input type="checkbox"/> 👥 Small group work<input checked="" type="checkbox"/> 👫 Pair work<input checked="" type="checkbox"/> 👤 Individual work
Assessment	<ul style="list-style-type: none"><input type="checkbox"/> Rubrics (projects, presentations, role play, performance)<input type="checkbox"/> Checklists

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

Instructional Strategy / Activity Suggestions

- Instructional Strategy:

Read-Aloud ▾ Running Dictation ▾ Context Clues ▾ Bingo ▾

- Activity Description:

Visual Family Tree Presentation

Materials: A large poster or digital slide with a family tree.

1. Show a simple family tree on the board (include: grandfather, grandmother, father, mother, brother, sister, uncle, aunt, cousin).
2. Point to each person and model sentences:
 - "This is my grandfather. His name is Tom."
 - "This is my mother. She is very kind."
3. Ask students to repeat and identify relationships:
 - "Who is Tom?" → "He's the grandfather."
 - "Who is Ana?" → "She's the sister."

Guess Who? (Family Edition)

1. Show the family tree again.
2. Give clues for students to guess who you are describing.
 - "This person is my father's father." → "Grandfather!"
 - "This person is my mother's sister." → "Aunt!"

3. Invite volunteers to give their own clues using "my" and family words.

Build a Family Tree Together

1. Start with a blank tree diagram on the board.
2. Add one family member at a time and label them.
 - "Let's start with me. This is *me!*"
 - "This is my mother, Maria. This is my father, Carlos."
3. Draw lines to show connections and explain them as you go.
4. When finished, review the family relationships aloud.

Short Story Presentation: "Meet My Family"

1. Read or show a short paragraph about a fictional family:

"Hello! My name is Sofía. This is my family. My father is Roberto, my mother is Laura, and I have two brothers: Miguel and Diego. My grandmother lives with us. We love watching movies together."

Show the corresponding family tree on the board.

2. Point out how the sentences match the tree structure.
3. Ask comprehension questions:
 - "Who is Sofía's mother?"
 - "How many brothers does she have?"

Word Map Presentation

1. Write "Family" in the center of the board.
2. Draw branches for each category:
 - *Parents* → Mother, Father
 - *Siblings* → Brother, Sister
 - *Extended family* → Uncle, Aunt, Cousin, Grandparents
3. Say each word and have students repeat after you.

4. Use visuals or gestures to reinforce meaning.

Mini Quiz Show

1. After presenting the family tree, make quick quiz rounds.
 - “Who is the mother of your father?” → “Grandmother!”
 - “Who is your aunt’s son?” → “Cousin!”
2. Use flashcards or slides to make it dynamic.
3. Award points for correct answers.

Introduction with Visual Family Tree

1. Show a simple family tree on the board.
2. Model sentences using possessive adjectives:
 - “This is my mother. Her name is Ana.”
 - “This is his father. His name is Carlos.”
 - “This is our cousin. Their name is Diego.”
3. Ask students to repeat after you.
4. Point to different members and ask:
 - “Who is she?” → “She’s his sister.”

Mini Dialogue Modeling

- Act out a short dialogue with a student volunteer or another teacher:
 - Teacher: “Who is this?” (points to a picture of a mother)
 - Student: “She’s my mother.”
 - Teacher: “What’s her name?”
 - Student: “Her name is Maria.”
- Ask other students to repeat or give alternative examples with different family members.

“Whose Family?” Activity

1. Show pictures of different people in a family.
2. Model questions:
 - “Whose brother is this?” → “He’s my brother.”
 - “Whose grandmother is this?” → “She’s his grandmother.”
3. Invite volunteers to ask questions about other family members in the diagram.

Grammar Chart Presentation

1. Draw a chart on the board:

Subject	Possessive Adjective	Example
I	my	my father
You	your	your sister
He	his	his uncle
She	her	her aunt
We	our	our grandmother
They	their	their cousin

2. Read examples aloud and have students repeat.
3. Show how adjectives always match the subject, not the object.

Real-Life Connection

- Show your own (or a fictional) family tree.

- Introduce each member using possessive adjectives:
 - “This is my mother. Her name is Ana.”
 - “This is my brother. His name is Luis.”
- Ask students to share one sentence about their family using the same structure.

Introduce the Adjectives

1. The teacher writes the adjectives on the board: creative, funny, kind, sociable, intelligent, friendly, honest, generous.
2. For each adjective, provide a clear definition and example sentence:
 - “Creative: someone who has new ideas. Example: Ana is very creative; she draws amazing pictures.”
3. Encourage students to repeat the adjectives and sentences aloud.

Think-Pair-Share Examples

1. The teacher asks students to think of a person they know for each adjective.
2. Students share their ideas with a partner.
3. Teacher models a few examples on the board:
 - “My brother is funny. He always makes me laugh.”
4. Ask volunteers to share with the whole class.

Visual Representation

1. The teacher shows pictures of people (friends, celebrities, or characters).
2. Students suggest adjectives that describe each person.
3. Teacher models full sentences:
 - “She is friendly and sociable. She likes to talk to everyone.”

Class Adjective Chart

1. The teacher creates a chart on the board with columns for each adjective.
2. Ask students to suggest examples for each adjective, which the teacher writes under the correct column.

3. This chart can be used later for guided and independent practice.

Show a Complete Letter

1. Display a complete letter on the board: include heading, greeting, body, closing, and signature.
2. Read the letter aloud and explain each part:
 - “This is the heading. It tells the date and sometimes the address.”
 - “This is the greeting. We use it to say hello to the reader.”
 - “This is the body. That is the main message.”
 - “This is the closing and signature.”
3. Ask students to repeat the names of the parts.

Label the Letter

1. Write or project a sample letter with blank labels for each part.
2. Read the letter aloud.
3. Ask students to come up and label each part on the board: Heading, Greeting, Body, Closing, Signature.
4. Discuss and correct mistakes together.

Interactive Matching

1. Write definitions on the board or slide:
 - “The main message of the letter” → Body
 - “Shows when the letter was written” → Heading
 - “How we say goodbye politely” → Closing
2. Ask volunteers to match each definition to the correct part.
3. Repeat with examples to reinforce.

Mini Dialogue Presentation

1. Teacher models a short dialogue with a student:

- Teacher: "Where do we write the date in a letter?"
 - Student: "At the heading!"
 - Teacher: "Great! And where do we write 'Dear Maria'?"
 - Student: "At the greeting!"
2. Ask several students to answer similar questions using the sample letter.

Real-Life Letter Examples

1. Show different types of letters (friendly, thank-you, business).
2. Highlight the parts in each: heading, greeting, body, closing, signature.
3. Compare and discuss similarities and differences.

Example:

- Friendly: "Dear Grandma, Love, Anna"
- Business: "Dear Mr. Lopez, Sincerely, Maria"

Show Examples of Each Letter Type

1. Display one letter at a time and read it aloud.
2. Highlight the purpose of each letter:
 - Friendly → Written to friends or family
 - Business → Formal, written to a company or professional
 - Thank-You → Expresses gratitude
3. Discuss the structure of each letter and how it differs: greeting, body, closing.

Compare and Contrast

1. Write the three letter types on the board in columns: *Friendly, Business, Thank-You*.
2. Point to each part of the letter (greeting, body, closing) and ask students:
 - "Is this greeting formal or informal?"
 - "Who is the recipient of this letter?"
3. Fill in differences and similarities together:

- Friendly: informal greeting, casual tone
- Business: formal greeting, professional tone
- Thank-You: polite expression of gratitude

“Guess the Letter Type” Activity

1. Read short extracts from letters aloud.
2. Ask students: “Is this a friendly, business, or thank-you letter?”

Examples:

- “Dear Grandma, I hope you're doing well. I had a great summer.” → Friendly
 - “Dear Mr. Lopez, I am writing to request information about your products.” → Business
 - “Dear Aunt Rosa, Thank you for the lovely gift you sent me.” → Thank-You
3. Discuss why each extract belongs to that category.

Highlight Letter Features

1. Use slides or a board to highlight:
 - Greetings: “Dear friend” vs “Dear Sir/Madam”
 - Closings: “Love” vs “Sincerely”
 - Body tone: informal vs formal vs gratitude-focused
2. Model sentences and ask students to repeat them aloud.

Sort the Letters Together

1. Show 4–6 sample letters or extracts on the board.
2. Think aloud as you classify each letter into Friendly, Business, or Thank-You.
3. Ask students to explain your reasoning.

Real-Life Connection

1. Discuss situations where each letter type might be used:

- Friendly → Writing to a cousin or friend
 - Business → Sending a request to a store or teacher
 - Thank-You → Expressing gratitude for a gift or help
2. Ask students for examples from their own lives.

Show a Sample Contact Form

1. Display a sample contact form with fields: Name, Address, Phone Number, Email.
2. Read each field aloud and explain its purpose:
 - “Name → The person’s full name.”
 - “Phone Number → The number someone can call you at.”
 - “Email → Your electronic address for messages.”
3. Model how to fill in a form using a fictional example.

Label the Contact Information

1. Project a contact form with blank labels.
2. Ask students to come up and label each part: Name, Address, Phone, Email.
3. Read each label together and practice pronunciation.

Role Play: Asking for Contact

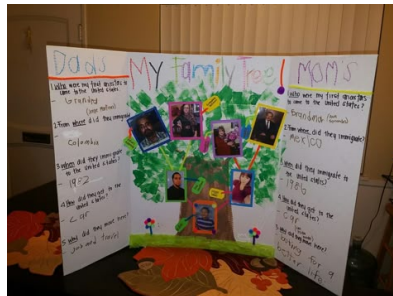
1. Teacher demonstrates with a student:
 - Teacher: “What’s your name?”
 - Student: “My name is Carlos.”
 - Teacher: “What’s your phone number?”
 - Student: “My phone number is 555-1234.”
2. Highlight the use of “my” for possessive in context.

Highlight Key Bill Vocabulary

1. Project the bill and underline each vocabulary word.
2. Read each word aloud and ask students to repeat.
3. Model short sentences:
 - o "The total is \$10."
 - o "The price of bread is \$3."

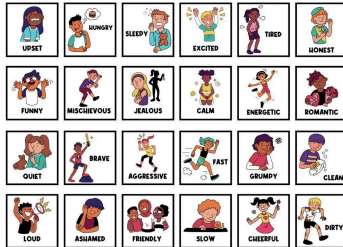
Real-Life Connection

1. Discuss real-life scenarios:
 - o Filling a contact form at school
 - o Reading a bill at a store or restaurant
2. Ask students:
 - o "Where do you write your phone number?"
 - o "Where do you see the total on a bill?"



Possessive Adjectives	
Singular	Plural
my	our
your	your
his	their
her	
its	

ADJECTIVES



Parts of a letter

Greeting Dear Mom,

Heading February 3, 2013

Body I am having so much fun at summer camp! Yesterday, we made bird feeders out of pine cones, peanut butter, and birdseed. Today we are going swimming in the lake. I am excited because there is a big water slide to go on!
I miss you and dad! I will see you in another week!

Closing Love,
April

Signature

Parts of a Friendly Letter

GREETING Dear Tom,

HEADING October 12, 2013

BODY How are you? I hope you are having fun in school this year. Have you made any new friends? I have made lots of friends at school. I am playing football this year. Are you playing any sports? I hope that you will write back soon. I miss you!

CLOSING Your friend,
Dan **SIGNATURE**

Be letter smart! don't forget any part!

Worksheet Reference












 6th Grade_Unit2.pdf

- Family Members: pg. 7 - 13 , 15
- Friendly Letter: pg. 14 -
- Possessive Adjectives: 16

Suggested Session Distribution: Sessions 8 - 12

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

Achievement: Students will apply newly introduced concepts under teacher guidance by completing structured exercises on family trees, using possessive adjectives and personality adjectives in context, identifying parts of a letter, and practicing elements of simple contracts and bill formats, receiving immediate feedback to reinforce correct usage and understanding before independent practice.

Skill	<ul style="list-style-type: none"><input checked="" type="checkbox"/>  Listening<input checked="" type="checkbox"/>  Reading<input checked="" type="checkbox"/>  Writing & Language Structure<input checked="" type="checkbox"/>  Speaking
Resources	<ul style="list-style-type: none"><input type="checkbox"/>  Textbook<input type="checkbox"/>  Notebook<input type="checkbox"/>  Worksheet<input checked="" type="checkbox"/>  Visual Aids (Poster, flashcards, chats, 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 type="checkbox"/> 👥 Small group work <input checked="" type="checkbox"/> 👫 Pair work <input type="checkbox"/> 👤 Individual work
<p>Assessment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input type="checkbox"/> Checklists <input checked="" type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes <input type="checkbox"/> Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.) <input type="checkbox"/> Unit Exams
<p>Instructional Strategy / Activity Suggestions</p>	
<ul style="list-style-type: none"> • Instructional Strategy: <ul style="list-style-type: none"> Role Playing ▾ Fill in the Blanks ▾ Prompts ▾ Find Someone Who ▾ Charades ▾ • Activity Description: <p>Fill in a Family Tree</p> <ol style="list-style-type: none"> 1. Give students a partially completed family tree. 2. Ask them to fill in missing members using labels provided (grandmother, father, sister, cousin, etc.). 3. Walk around and help students as needed. 4. Model a few examples before they start independently. <p>“Who is Who?” Questions</p> <ol style="list-style-type: none"> 1. Show a sample family tree on the board. 2. Ask guided questions: 	

- "Who is Ana's mother?" → "Her mother is Maria."
 - "Who is Carlos' grandfather?" → "His grandfather is Roberto."
3. Students answer in pairs or as a class.
- Variation:** Students take turns asking each other questions about the tree.

Match the Relationship

1. Prepare cards with family member names and cards with relationship labels (e.g., "uncle," "grandmother," "cousin").
2. Students match the names to the correct relationship on their worksheet or on a mini tree.
3. Review answers together as a class.

Guided Sentence Writing

1. Model one example:
 - "This is my mother. Her name is Ana."
2. Ask students to write similar sentences for other members in the family tree.
3. Provide sentence starters for support:
 - "This is my ____."
 - "His/Her name is ____."
4. Walk around to check and assist students.

Family Tree Quiz (Oral Practice)

1. The teacher points to a person on the family tree.
2. Students answer questions using full sentences:
 - "Who is this?" → "He is my father."
 - "Whose sister is she?" → "She is my cousin."
3. Encourage different students to answer each question.

Pair Practice: Ask and Answer

1. Give students a mini-family tree or worksheet.
2. Provide prompts:
 - “Ask your partner about their mother.”
 - “Ask your partner about their grandfather.”
3. Model one question-answer pair before students practice in pairs:
 - “Who is your father?” → “My father is Carlos.”
4. Circulate to support correct use of vocabulary and grammar.

Fill-in-the-Blank Story

1. Provide a short story with missing family words:
 - “This is my _____. Her name is Maria. She is very kind. This is my _____. His name is Roberto.”
2. Students fill in the blanks guided by the teacher.
3. Review as a class, discussing each choice.

Fill-in-the-Blank Sentences

1. Provide students with sentences where the possessive adjective is missing:
 - “This is ___ father. (I)” → *my*
 - “She is ___ sister. (he)” → *his*
 - “We are visiting ___ grandparents.” → *our*
2. Go over the first few examples together as a class, then let students complete the rest individually or in pairs.

Match the Sentence

1. Prepare cards or a worksheet with sentences on one side and family members on the other.
 - Example:
 - “___ uncle is very funny.” → *My*
 - “___ cousin is in grade six.” → *Their*
2. Students draw lines or write answers matching sentences to the correct possessive adjective.

3. Review together as a class.

Guided Sentence Writing

1. Model one sentence:
 - "This is my mother. Her name is Ana."
2. Give students prompts:
 - "Write about your father."
 - "Write about your brother or sister."
3. Circulate and provide support, correcting grammar and pronunciation as needed.

Pair Practice: Ask and Answer

1. Students work in pairs with a mini-family tree or worksheet.
2. Provide guided questions:
 - "Who is your father?" → "My father is Carlos."
 - "Who is her grandmother?" → "Her grandmother is Maria."
3. Model one example before letting students practice in pairs.

Guided Drawing and Writing

1. Students draw their own family tree with names.
2. Under each family member, they write a sentence using a possessive adjective:
 - "This is my father. His name is Carlos."
3. The teacher circulates to give feedback and correct mistakes.

Adjective Sentence Completion

1. Provide sentences with blanks for adjectives.
 - "My best friend is very ___; she always tells jokes." → funny
 - "Our teacher is ___; she always gives us new ideas." → creative

2. The teacher models one or two examples, then students complete the rest.
3. Review answers as a class.

Guess the Person

1. Teacher describes a person using 2–3 adjectives:
 - “I am thinking of someone who is kind and generous. Who is it?”
2. Students guess who the teacher or a classmate is describing.
3. Encourage full-sentence answers: “It is Maria because she is kind and generous.”

Describe a Character

1. The teacher shows a picture of a person or draws a character on the board.
2. Students describe the character using 2–3 adjectives:
 - “He is friendly and sociable. He is also very funny.”
3. The teacher guides sentence structure, punctuation, and adjective placement.

Adjective Sorting Game

1. The teacher writes all adjectives on cards or the board.
2. Students sort them into categories (e.g., positive personality traits vs. other traits).
3. Discuss why each adjective belongs to its category.

Label the Parts of a Letter

1. Give students a sample letter with blank labels or boxes for each part.
2. Read the letter together and discuss the function of each part.
3. Students label each part on their worksheet.
4. Review answers as a class.

Classify Letter Samples

1. Provide students with 3–5 short letter extracts or mini-letters.
2. Read them together and discuss clues that indicate the type:
 - Greeting style (“Dear friend” vs “Dear Mr. Lopez”)
 - Tone of the body (informal, formal, gratitude)
 - Closing (Love vs Sincerely)
3. Students classify each extract into Friendly, Business, or Thank-You.

Guided Sentence Writing

1. Model one example for each type of letter:
 - Friendly: “Dear Anna, I hope you are doing well. Love, Maria”
 - Business: “Dear Sir, I am writing to request information. Sincerely, John”
 - Thank-You: “Dear Aunt Rosa, Thank you for the lovely gift. Yours truly, Ana”
2. Students create one sentence for the greeting, one for the body, and one for the closing for each type of letter.
3. Provide scaffolding: sentence starters or word banks.

Mini-Letter Creation (Guided)

1. Give students a prompt: e.g., “Write a friendly letter to your cousin thanking them for a gift.”
2. Provide a partially completed letter template with headings for Greeting, Body, Closing, Signature.
3. Students complete the letter while the teacher provides guidance and feedback.
4. Review a few examples as a class.

Role Play: Asking and Giving Contact Info

1. Pair students and give them a short script or prompts:
 - “What’s your name?”
 - “What’s your phone number?”
 - “What’s your email?”

2. The teacher models one dialogue with a volunteer first.
3. Students practice in pairs, switching roles.
4. Circulate to give support and correct mistakes.

Match Items and Prices

1. Prepare cards or a worksheet with items and separate cards with prices.
2. Students match the item with the correct price and write a short line:
 - “Milk – \$2” → “The price of milk is \$2.”
3. Review as a class, asking students to read aloud.

Real-Life Connection

1. Ask students where they might see or fill out contact forms (school, clubs, stores).
2. Discuss where bills appear in daily life (grocery store, restaurant, online shopping).
3. Students share examples from their own experiences.

[Worksheet Reference](#)

 [6th Grade_Unit2.pdf](#)

- Adjectives: 17 - 20
- Parts of a letter: 21 - 22

Suggested Session Distribution: Sessions 13 - 16

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 and consolidate their understanding of family trees, possessive adjectives, personality adjectives, parts of a letter, simple contracts, and bill formats by completing exercises, writing short texts, and creating examples, demonstrating accuracy and proper usage of vocabulary, grammar, and structure without immediate teacher assistance.

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, chats, 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 type="checkbox"/> 🏠 Whole Group<input type="checkbox"/> 👥 Small group work<input type="checkbox"/> 👫 Pair work<input checked="" type="checkbox"/> 👤 Individual work

Assessment

- 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:

Word Association ▾ Prompts ▾ Creative Writing ▾ Letter Writing ▾ Bingo ▾ Memory Game ▾ Realia Strategies ▾

- Activity Description:

Complete Your Own Family Tree

1. Provide students with a blank family tree template.
2. Students fill in their own family members (or use a fictional family).
3. Under each member, they write one sentence using a possessive adjective:
 - "This is my mother. Her name is Maria."
4. Teachers circulate to offer support or feedback.

Write a Short Paragraph About Your Family

1. Students write 5–6 sentences describing their family using family vocabulary and possessive adjectives:
 - "I have one sister. Her name is Ana. She is very friendly. My father's name is Carlos. He is a teacher."
2. Encourage correct spelling and sentence structure.
3. Optionally, students can share their paragraph with a partner or the class.

Create a Mini Poster

1. Students draw a mini-family tree on a sheet of paper.
2. Label each family member and write one sentence about them using possessive adjectives:
 - “This is my grandmother. Her name is Rosa.”
3. Encourage creativity (color, small illustrations) while keeping sentences accurate.

Family Quiz Worksheet

1. Provide a worksheet with short exercises:
 - Multiple choice: “Who is your father’s brother?” → uncle
 - True/False: “Your mother’s sister is your aunt.”
 - Short answer: “Write three sentences about your family using possessive adjectives.”
2. Students complete independently.

Short Story About a Fictional Family

1. Students invent a fictional family.
2. Write 5–7 sentences describing members and their relationships:
 - “This is my cousin. His name is Diego. He loves playing football. My uncle is very tall. He works in a hospital.”
3. Share with a partner or teacher for feedback.

Match Family Members to Possessive Adjectives

1. Provide a worksheet with family members and blank possessive adjectives.
 - Example:
 - “___ uncle is very funny.” → My
 - “___ cousin is in grade six.” → Their
2. Students match the correct possessive adjective to each sentence.
3. Check answers as a class.

Draw and Label Your Family Tree

1. Students draw their own family tree on paper.
2. Label each member and write a sentence with a possessive adjective for each:
 - "This is my grandmother. Her name is Rosa."
 - "This is my brother. His name is Diego."
3. Encourage creativity while keeping sentences accurate.

Mini Quiz Worksheet

1. Worksheet includes:
 - Multiple choice: "Who is your father's brother?" → uncle
 - True/False: "Your mother's sister is your aunt."
 - Fill-in-the-blank sentences with possessive adjectives
 - Short paragraph prompt: "Write 3–4 sentences about your family using possessive adjectives."
2. Students complete independently.

Write Sentences About People

1. Provide a list of the adjectives: creative, funny, kind, sociable, intelligent, friendly, honest, generous.
2. Students write 1–2 sentences about themselves, a family member, or a friend using at least 3 adjectives:
 - "My brother is funny and intelligent. He always makes me laugh."
 - "My friend Ana is kind and generous. She helps everyone in class."
3. Encourage full sentences with correct punctuation and capitalization.

Adjective Matching

1. Provide a worksheet with short descriptions:
 - "Someone who tells the truth." → honest
 - "Someone who enjoys helping others." → generous
 - "Someone who likes making new friends." → sociable
2. Students write the correct adjective next to each description.

Adjective Sorting

1. Provide a list of adjectives including the target ones and a few distractors (e.g., tall, small, happy).
2. Students sort them into categories: **Personality/Character Traits** vs **Physical Traits**.
 - Personality/Character Traits: creative, funny, kind, sociable, intelligent, friendly, honest, generous
 - Physical Traits: tall, small
3. Review as a class

Classify Letters

1. Provide 3–5 short letters or extracts.
2. Students read each letter and write down its type based on clues such as greeting, tone, and closing.
3. Example:
 - “Dear Grandma, Thank you for the gift. Love, Ana” → Thank-You
 - “Dear Sir, I am writing to request information. Sincerely, John” → Business
 - “Dear Maria, I hope you are well. Love, Sofía” → Friendly

Write Your Own Mini-Letter

1. Students choose one type of letter (friendly, business, or thank-you).
2. They write a short letter (5–6 sentences) following the correct structure:
 - Heading/Date
 - Greeting
 - Body
 - Closing
 - Signature
3. Encourage them to think about tone and style appropriate for the letter type.

Analyze and Correct a Letter

1. Provide a letter with mistakes (wrong closing, informal greeting in a business letter, missing date, etc.).
2. Students identify and correct the mistakes, explaining why the change is needed.
3. Example: A business letter says "Love, John" → student corrects to "Sincerely, John."

Short Paragraph Reflection

1. Ask students to write a few sentences about the differences between Friendly, Business, and Thank-You letters.
 - "A friendly letter is informal and we write to friends or family. A business letter is formal and we write to companies or professionals. A thank-you letter expresses gratitude."
2. Optional: Students share their reflections in pairs or small groups.

Write a Short Dialogue

1. Students write a short dialogue between two people exchanging contact information.
 - Example:
 - "What's your name?" → "My name is Carlos."
 - "What's your phone number?" → "It's 555-1234."
2. Encourage correct use of possessive pronouns ("my," "your") and punctuation.

Complete a Bill

1. Provide a partially completed bill:

Students fill in the missing items, prices, and calculate the total.
Encourage students to check their arithmetic carefully.

Calculate Total

1. Provide a bill with multiple items and their prices.
2. Students calculate the total cost and write it on the bill.
3. Optionally, students write a sentence summarizing the bill:

- "I bought milk and bread. The total is \$5."

Design Your Own Bill

1. Students design a simple bill for a fictional store.
2. Include: store name, date, 2–3 items with prices, and total.
3. Encourage correct formatting and spelling.

Worksheet Reference





 [6th Grade_Unit2.pdf](#)

- Classifying Letters: pg. 23 - 25
- Simple Contract: pg. 26
- Bill format: pg. 27

Suggested Session Distribution: **Sessions 17 - 18**

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

Achievement: Students will review and consolidate their learning by reflecting on family trees, possessive adjectives, personality adjectives, parts of a letter, simple contracts, and bill formats, demonstrating understanding through short exercises, oral responses, or written summaries, and clarifying any remaining doubts before the end of the lesson.

Skill	<ul style="list-style-type: none"><input checked="" type="checkbox"/>  Listening<input checked="" type="checkbox"/>  Reading<input checked="" type="checkbox"/>  Writing & Language Structure<input checked="" type="checkbox"/>  Speaking
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<p>Resources</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 📖 Textbook <input checked="" 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 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 type="checkbox"/> Graphic organizers: (Concept maps , Mind maps, Venn Diagrams, etc.) <input checked="" type="checkbox"/> Unit Exams

Instructional Strategy / Activity Suggestions

- Instructional Strategy:
 - Realia Strategies ▾ | Show and Tell ▾ | Presentation ▾ | Bingo ▾
 - Letter Writing ▾ | Sentence Scramble ▾ | TPR ▾
- Activity Description:

Quick Quiz Review

1. Prepare 5–7 short questions about family members:

- “Who is your mother’s brother?” → uncle
 - “Who is your father’s mother?” → grandmother
2. Ask questions orally or on the board.
 3. Students answer individually, in pairs, or as a class.

“Who Am I?” Game

1. Students choose a family member from their own or a fictional family.
2. Give clues about the person using possessive adjectives:
 - “I am my mother’s son. I have one sister. Who am I?” → “You are my brother.”
3. Classmates guess the family member.

Sentence Correction

1. Provide sentences with mistakes:
 - “Her father’s name is Carlos.” → Correct: “Her father’s name is Carlos.”
 - “This is mine sister.” → Correct: “This is my sister.”
2. Students correct the sentences individually or in pairs.
3. Review answers as a class.

Family Tree Matching

1. Prepare cards with family member names and separate cards with relationships (e.g., aunt, cousin, grandfather).
2. Students match names to the correct relationship, either individually or in pairs.
3. Review and discuss as a class.

Reflective Discussion

1. Ask reflective questions:
 - “Which family members are easy for you to describe?”
 - “Which possessive adjectives do you find tricky?”

2. Students answer orally in pairs or share with the class.

Quick Writing Wrap-Up

1. Students write 3–4 sentences summarizing their learning:
 - “I learned how to describe my family. I can use possessive adjectives like my, his, her, and our. I can name family members like my uncle, cousin, and grandmother.”
2. Optionally, students can read their sentences aloud.

Quick Quiz

1. Prepare 5–8 short questions or prompts:
 - “Who tells jokes and makes everyone laugh?” → funny
 - “Who likes to help others and shares a lot?” → generous
 - “Who always tells the truth?” → honest
2. Students answer individually, in pairs, or as a class.

Describe Your Partner

1. Students pair up.
2. Each student describes their partner using 3–4 adjectives from the list:
 - “My partner is friendly, funny, and sociable.”
3. Partners check if the description is accurate or suggest improvements.

Draw and Describe

1. Students draw a character (friend, family member, or fictional person).
2. Write 3–4 sentences describing the person using at least 3 adjectives:
 - “This is my friend. She is friendly, kind, and funny.”
3. Students can share their drawings and descriptions with the class.

Adjective Bingo

1. Prepare Bingo cards with adjectives (creative, funny, kind, etc.).
2. Call out definitions or example sentences.
3. Students mark the correct adjective on their card.
4. The first to complete a line shouts "Bingo!"

Reflective Writing

1. Ask students to write 3–4 sentences about themselves or someone they know using the adjectives:
 - "I am friendly and creative. My best friend is funny and generous. My teacher is kind and intelligent."
2. Optionally, students share their sentences with a partner or the class.

"Mix and Match" Activity

1. Provide cards with letter parts (Heading, Greeting, Body, Closing, Signature) and separate cards with definitions/examples.
2. Students match each part with its correct definition.
3. Review answers as a class.

Reflective Discussion

1. Ask students questions:
 - "Which letter type do you find easiest to write?"
 - "Which part of the letter is the most important?"
 - "What is the difference between a friendly and business letter?"
2. Students answer orally in pairs or share with the class.

"Complete the Letter" Challenge

1. Provide letters missing one or two parts (e.g., missing greeting or closing).
2. Students complete the missing parts correctly for the type of letter.

3. Example: A friendly letter missing the closing → student writes "Love, Maria."

Peer Letter Review

1. Students exchange mini letters they wrote earlier (friendly, business, or thank-you).
2. They check for correct parts, tone, and structure, and suggest one improvement.
3. The teacher reviews a few examples as a class.

Letter Puzzle

1. Cut up a short letter into strips: Heading, Greeting, Body sentences, Closing, Signature.
2. Students in pairs reassemble the letter in the correct order.
3. After completing the puzzle, students identify the type of letter.

Quick Quiz

1. Prepare 5–7 short questions:
 - "What do you write in a contact form?" → Name, address, phone, email
 - "What information is included in a bill?" → Store name, items, prices, total
 - "How do you calculate the total on a bill?" → Add the prices of all items
2. Students answer individually, in pairs, or as a class.

Real-Life Scenario Role-Play

1. Students role-play a shopping scenario:
 - One student is the cashier, the other is the customer.
 - The customer "buys" 2–3 items and gives money.
 - The cashier writes a bill including item names, prices, and total.
2. Encourage polite expressions and correct formatting.

True or False Statements

1. Teacher reads statements about contact forms or bills
 - "A bill always includes the total price." → True
 - "A contact form should include your favorite color." → False
2. Students hold up "True" or "False" cards or answer orally.

Peer Review Challenge

1. Students swap their completed bills or contract forms with a partner.
2. Each student checks for errors and gives feedback.
3. The teacher highlights common mistakes and discusses corrections.

Project Presentation Day:

Have students present their final project individually or in small groups. Presentations can include showing posters, reading simple sentences, or explaining their work with support.

-T asks WH questions.

-T asks a few yes/no questions: Do you remember how to use...? Would you like to review...?

-T will use videos, audios, or any other resource to reinforce the achievements.

-T can use the book to review the unit vocabulary.