

SOCIAL PRACTICE OF THE LANGUAGE:  
 ENVIRONMENT:  
 SPECIFIC COMPETENCE:  
 PRODUCT:

Play with words and read and write for expressive and aesthetic purposes  
 Literary and Ludic  
 Make language games to find words through crossword puzzles  
 Crossword

CYCLE: 2  
 GRADE: 3rd  
 UNIT: 3a

	STAGES OF THE PRODUCT	DOING	KNOWING	BEING	SUGGESTED LANGUAGE STRUCTURES	VOCABULARY	SUGGESTED ACTIVITIES
SESSIONS 1-3	<b>INITIAL</b>			Use written language as a means of entertainment. Appreciate cultural expressions that are similar in Mexico and in English-speaking countries.	<b>INITIAL</b>		
	Select the topics and choose the words that will be found in the crossword.	Identify the name of the game: Crossword. Identify purpose and topic. Find out the meaning of new words.	Purpose of crosswords. List of suitable words.		Name three animals that... Name... flowers, fruits, vegetables. What is the riddle? What is it? How many students in your class like...? We use... I like... I don't like... Places where animals live. What do you think? A ... animal is...	crossword, animals, places, fruits, flowers and plants, vegetables, riddle, trees, grains, like, don't like, decorate, furniture, animal habitats	To brainstorm vocabulary. To look at the pictures and answer. To classify words. To complete a chart with information. To unscramble names of places where animals live. To match animals with their habitats. To complete a text.
SESSIONS 4-10	<b>DEVELOPMENT</b>				<b>DEVELOPMENT</b>		
	Suggest the "clues" to discover the words in the crossword. Write the words based on a model. Check that the writing of the "clues" complies with spelling conventions. Write the final version of the "clues" and the crossword graphic, considering that the number of columns, rows and squares is enough for the amount of "clues" and the amount of letters in words, respectively. Check that the letters of words adjust to the squares destined for them.	Distinguish textual and graphic components. Detect writing directionality in crosswords. Say the names of the graphic components. Establish the relationship between numbers in "clues" and numbers in a graphic. Identify information provided by "clues" to discover the words. Spell out new words. In a graphic, look for the column or row that corresponds to the number of letters of the new word. Practice spelling.	Diphthongs. Differences in the conventional word-sound correspondence between the mother tongue and English. Textual components: subtitles, lists of "clues", and numbers. Graphic components: columns, lines, and numbers.		Where is the...? Is this the...? What room is it? What does ... mean? Which words can you make with the letters of this word? What symbols do you know? Which arrow goes...? Color the arrows that go .....	kitchen, living room, bathroom, bedroom, driveway, dining room, utility room, cup, flower pot, newspaper, ladybug, sunglasses, briefcase, raincoat, symbols, left, right, up, down, colors, arrow, diagram, clothes	To write the numbers in the correct place. To find the meaning and draw. To find out how many words can be made out of the letters from a given word. To match the symbols to the words. To color the arrows according to the direction. To count how many vowel sounds each word has. To circle words with two vowel sounds.
SESSIONS 11-12	<b>CLOSING</b>				<b>CLOSING</b>		
	Solve the crossword orally by spelling out the words to be discovered. Share the crossword with other groups.	Identify information provided by "clues" to discover the words. Spell out new words. In a graphic, look for the column or row that corresponds to the number of letters of the new word. Practice spelling.	Purpose of crosswords. List of suitable words. Differences in the conventional word-sound correspondence between the mother tongue and English. Textual components: subtitles, lists of "clues", and numbers. Graphic components: columns, lines, and numbers.		Unit review	Unit review	To play a game to spell words. To work with a partner. To produce a crossword. To evaluate themselves and their peers.

**ACHIEVEMENTS** (Tick when reached):

- Reads and writes words.
- Uses the illustrated bilingual dictionary to clarify the meaning of words.

- Compares the composition of words.
- Spells out words.

WARM UPS	ASSESSMENT	MATERIAL	MOTIVATIONAL IDEAS
<p>TPR</p> <p>To brainstorm vocabulary from flashcards and posters.</p> <p>Ice breaking activities.</p> <p>Question and answer.</p> <p>To review prior knowledge.</p> <p>To play a game.</p> <p>To match picture to word.</p> <p>To sing a song.</p> <p>To play "Simon Says" to practice directions.</p>	<p>To observe individual and group performance.</p> <p>To classify vocabulary.</p> <p>To complete texts.</p> <p>To unscramble words and match.</p> <p>To identify parts of the house.</p> <p>To find meaning of and draw words.</p> <p>To form words using the letters from another word.</p> <p>To identify and use directions.</p> <p>To identify how many vowel sounds some words have.</p> <p>To spell words.</p> <p>To use upper and lower case letters in words.</p> <p>To dictate unit's vocabulary.</p> <p>To write complete sentences.</p> <p>To check the self evaluation list.</p> <p>Final project.</p>	<p>pictures</p> <p>drawings</p> <p>vocabulary charts</p> <p>sentence strips</p> <p>word strips</p> <p>poster of a house with its rooms</p> <p>vocabulary game</p> <p>magazines</p> <p>bond paper</p> <p>markers</p> <p>pictionary</p> <p>letters</p> <p>clothes</p>	<p>To bring fruits, vegetables, trees, flowers and grains in foamy to play or form teams.</p> <p>To make posters with places where animals live and bring animal pictures, in order to paste the animals in their habitats.</p> <p>To bring a doll house to practice identifying the rooms of the house.</p> <p>To bring the letters of the word "CROSSWORD" in foamy or cardboard to form as many words as possible with those letters.</p> <p>To play "Simon Says" to practice directions words.</p>
			<b>OBSERVATIONS:</b>
			Remember to have extra activities in order to optimize the use of L2.

SOCIAL PRACTICE OF THE LANGUAGE: Formulate and answer questions in order to find information  
 ENVIRONMENT: Educational and Academic  
 SPECIFIC COMPETENCE: Identify and ask questions to look for information about a specific topic  
 PRODUCT: Guide of curious questions

CYCLE: 2  
 GRADE: 3rd  
 UNIT: 3b

	STAGES OF THE PRODUCT	DOING	KNOWING	BEING	SUGGESTED LANGUAGE STRUCTURES	VOCABULARY	SUGGESTED ACTIVITIES
<b>SESSIONS 1-3</b>	<b>INITIAL</b>			<b>Use language as a means of obtaining information. Show interest in new knowledge. Respect and value other's proposals.</b>	<b>INITIAL</b>		
	Choose images of a science-related topic. Decide, based on the images, what aspects of the topic will be asked to obtain information.	Compare differences and similarities between illustrations. Classify illustrations according to topic. Identify purpose.	Topic, purpose, and intended audience of questions. Contextual clues.		What is different in these pictures? What happened with...? Why does the...? Where does the...? What is the...? Which is...? What do you think happens? What color...? Where is...? How do we call...? When is...?	what, when, where, why, who, how, which, amazing, prediction, experiment, paper, glass, flame, go off, last, mist, combustion, outside, inside, drops, burned up, oxygen, burns out, stars, solar system, planets, space	To find the differences in the pictures. To match the questions to the answers. To look at a picture and write a prediction about the topic. To complete questions to match the answers. Classify pictures according to their topic.
	<b>DEVELOPMENT</b>				<b>DEVELOPMENT</b>		
<b>SESSIONS 4-10</b>	Write questions about the aspects of the topic, based on a model. Check that questions are understandable, follow the word order in questions, and comply with spelling conventions. Write the final version of the questions on white sheets of paper in the form of a "guide" and include images.	Identify intonation in questions. Formulate questions orally. Repeat questions in order to practice pronunciation. Complete questions. Identify words that make up questions. Identify question words in interrogative sentences. Detect word order in questions.	Acoustic characteristics. Word segmentation in the acoustic chain. Question words. Type of sentences: interrogative.	What is the color of.... in Mars? Do you have.....in your planet? How many...do you have in Mars? What's the.....in your planet? Take care of.... Don't... Recycle. What are you doing on Earth? What are you going to do to help us? How do you feel? I think I have... I feel... Do your....hurt? Please take... and you will feel better. When will you go to the doctor? Is there a doctor in your family? Clean it with...and put..... Drink lots of water and rest. Use a cast. Put some.....on. Have a cup of..... Do you sleep...? Do you eat....? Do you drink...? Do you exercise...?	sky, river, moon, mountain, sun, temperature, scientist, recycling, studying, gravity, pollution, pollute, headache, fruit, a liter, insect bite, stomachache, fever with chills, cold, broken bone, runny nose, patient, bad, ears, hurt, tablets, finger cut, rest, band-aid, feel better, ointment, chamomille tea, cast	To listen, draw, and color. To take turns to play the roles. To imagine and draw a planet. To answer a question. To write three questions and their answers. To play a miming game. To illustrate health problems. To listen to and complete a dialogue. Answer personal questions. To choose a treatment according to the health problem. To order the words to make questions and write them. To write your answers.	
	<b>CLOSING</b>			<b>CLOSING</b>			
<b>SESSIONS 11-12</b>	Exchange the questionnaires among teams and practice reading the questions.	Complete interrogative sentences with question words. Identify composition of words. Check spelling and punctuation conventions.	Verb forms: auxiliaries and copulative verb. Punctuation.	Unit review	Unit review	To match riddles with their answers. To play a TIC-TAC-TOE game using Wh- questions. To write a guide of curious questions about amazing or surprising facts.	

**ACHIEVEMENTS** (Tick when reached):

- Identifies topic through illustrations.
- Understands questions to obtain information.
- Completes interrogative sentences with question words.

- Identifies question formation.
- Identifies the order of words in questions.
- Selects words to ask questions.

WARM UPS	ASSESSMENT	MATERIAL	MOTIVATIONAL IDEAS
<p>TPR</p> <p>To brainstorm vocabulary from flashcards and posters.</p> <p>Ice breaking activities.</p> <p>Question and answer.</p> <p>To play a guessing game.</p> <p>To review prior knowledge.</p> <p>To play a game.</p> <p>To play Hangman.</p> <p>To match pictures to words.</p>	<p>To observe individual and group performance.</p> <p>To match questions with correct answers.</p> <p>To complete questions.</p> <p>To play a game about the planets with questions written by the students.</p> <p>To listen, draw, and color.</p> <p>To role play an interview.</p> <p>To draw and share answers.</p> <p>To play a miming game related with saving the planet activities.</p> <p>To identify health problems.</p> <p>To complete a dialogue.</p> <p>To answer personal questions.</p> <p>To match an injury with a suggested treatment.</p> <p>To unscramble questions and answer them.</p> <p>To match riddles with their answer.</p> <p>To play a TIC-TAC-TOE of Wh-questions.</p> <p>To use upper and lower case letters in words.</p> <p>To dictate unit's vocabulary.</p> <p>To write complete sentences.</p> <p>To check the self evaluation list.</p> <p>Final project.</p>	<p>pictures</p> <p>drawings</p> <p>solar system</p> <p>vocabulary charts</p> <p>sentence strips</p> <p>word strips</p> <p>environment care poster</p> <p>health problems flashcards</p> <p>big Wh- questions TIC-TAC-TOE</p>	<p>To make a solar system.</p> <p>To make up a friend from another planet.</p> <p>To make a poster of the planet of the new friend.</p> <p>To make a collage about health problems and treatments.</p> <p>To encourage Ss to self evaluate writing complete sentences.</p>
			<b>OBSERVATIONS:</b>
			Remember to have extra activities in order to optimize the use of L2.