

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

Read and write notes and letters  
 Familiar and Community  
 Comprehend and respond to invitations through letters  
 Invitation letter

CYCLE: 3  
 GRADE: 6th  
 UNIT: 4a

	STAGES OF THE PRODUCT	DOING	KNOWING	BEING	SUGGESTED LANGUAGE STRUCTURES	VOCABULARY	SUGGESTED ACTIVITIES
SESSIONS 1-3	<b>INITIAL</b>			Use the language as a means for suggesting and inviting. Show courtesy.	<b>INITIAL</b>		
	Select an event to invite people to...	Explore invitation letters. Infer purpose. Identify parts of a letter. Unscramble a letter. Identify addressee. Identify situations in which letters are used. Interpret invitations in letters. Identify register. Determine the nature of the event (happy, sad, popular, communal, public, private, free entrance, etc.).	Structure: greeting, message, closing. Purpose, addressee, and function of letters. Textual components of letters: place and date, addressee, signature, etc. Register. Repertoire of words necessary for this social practice of the language.		date, address, days of the week, to, from, and different places	cute, drive-in, funny, invitation, party, pool, sentimental, slumber	Identify purpose, function, intended audience and sender of diverse invitations. Identify the parts of an invitation letter. Think and predict. Picture read. Listen and read along. Label the types of parties. Match.
SESSIONS 4-10	<b>DEVELOPMENT</b>				<b>DEVELOPMENT</b>		
	Plan the writing of the letter by listing the necessary components for the invitation (addressee, event, date, place, time, additional details, sender, etc.). Write the letter based on a model and using bilingual dictionaries.	Classify invitations based on the formality or informality of an event. Answer questions about an event. Complete sentences based on the date, time, and place of the event. Find out the meaning of unknown words or expressions. Respond to invitations in writing. Identify elements in which a reply is expected (e.g., confirm attendance, bring something to the event, etc.). Practice the writing of dates and places. Select a suitable addressee for an invitation. Build up sentences to respond to elements of an invitation. Select the most suitable closing formula for a letter.	Repertoire of words necessary for this social practice of the language. Verb tenses: future. Modal verbs (need, could, would, etc.). Nouns: possessive forms (a friend of mine, a partner of yours, etc.). Quantifiers (all, few, many, little, much, etc.). Punctuation. Abbreviations.		Where is the party? When is the party? What do I need to wear? What do I need to take/bring? Yes, I'd love to. Sorry, but I can't. I'm going away.	bring, invitation, RSVP, wear, balloons, glitter, pajamas, popcorn, present, soda, would, could, chips, e-mail, formal, informal, invite, parties	Answer questions about the event described in the letter. Clarify new vocabulary and phrases by using bilingual dictionaries. Write sentences to produce a response to an invitation. Games: What's the party? Party plan. Write the event. Role plays. Make invitations. Unscramble the sentences.
SESSIONS 11-12	<b>CLOSING</b>				<b>CLOSING</b>		
	Check that the letter is complete, the message is clear, and that it complies with writing conventions. Send the letters to the intended audience.	Check that all aspects in the writing of invitations are complete and included in the reply. Write on an envelope information regarding the sender and the addressee. Read a letter aloud to practice sentence intonation and word pronunciation.	Structure: greeting, message, closing. Purpose, addressee, and function of letters. Textual components of letters: place and date, addressee, signature, etc. Register. Repertoire of words necessary for this social practice of the language. Verb tenses: future. Modal verbs (need, could, would, etc.). Nouns: possessive forms (a friend of mine, a partner of yours, etc.). Quantifiers (all, few, many, little, much, etc.). Punctuation. Abbreviations.		Dear ____, Would you like to ____? I'd like to go, but ____. I'm so sorry, ____. I couldn't ____.	tomorrow, Lincoln Ave., St., Blvd., don't be late, I'll be waiting for you, good bye, please, let me know	Write and read a reply aloud. Make an invitation, accept and refuse (oral exercise). Plan a party. Make invitation letters and envelopes.

**ACHIEVEMENTS** (Tick when reached):

- Identifies purpose, function, intended audience, and sender of diverse invitations.
- Identifies the parts of an invitation letter.
- Answers questions about the event described in the letter.

- Clarifies new vocabulary and phrases by using bilingual dictionaries.
- Makes sentences to produce a written response to an invitation.
- Writes and reads a reply aloud.

WARM UPS	ASSESSMENT	MATERIAL	MOTIVATIONAL IDEAS
<p><b>Different games:</b></p> <p>What's the Party? Party plan</p> <p>What should I Take? Party A-Z Tic-Tac-Toe Glossary race Think and review Unscramble the letters</p>	<p>Explore previously written letters inviting someone to go to an event (party) with the T's help.</p> <p>Interpret invitations in letters with the T's help.</p> <p>Respond to invitations through letters based on a model with the T's help.</p> <p>Read a letter aloud to practice sentence intonation and word pronunciation.</p>	<p>flashcards invitations realia posters scissors crayons poster paper books magazines newspapers paper strips with the names of different events and parties</p>	<p>Participate in different games. Read invitations. Make a timeline. Plan a party. Cut and play. Celebrate a real formal and informal party in class and out of the class.</p>
			<b>OBSERVATIONS:</b>

SOCIAL PRACTICE OF THE LANGUAGE: Read and compare various aspects of Mexico and English-speaking countries

ENVIRONMENT: Literary and Ludic

SPECIFIC COMPETENCE: Interpret historical chronicles to compare cultural aspects of Mexico and English-speaking countries

PRODUCT: Comic

CYCLE: 3

GRADE: 6th

UNIT: 4b

	STAGES OF THE PRODUCT	DOING	KNOWING	BEING	SUGGESTED LANGUAGE STRUCTURES	VOCABULARY	SUGGESTED ACTIVITIES
<b>SESSIONS 1-3</b>	<b>INITIAL</b>			Understand chronicles as a reflection of emotions and experiences, as well as people's values and cultures. Identify values and behavior in English-speaking countries.	<b>INITIAL</b>		
	Select natural, historical, and cultural aspects relevant to a chronicle to find similarities or differences with the present situation of Mexico and English-speaking countries.	Explore brief chronicles. Activate previous knowledge to predict topic. Mention situations in which chronicles are narrated. Read chronicles. Identify topic, intended audience, and purpose. Identify, define, and clarify the meaning of new phrases and words. Read aloud to practice pronunciation.	Topic, purpose, and intended audience. Textual and graphic components. Repertoire of words necessary for this social practice of the language.		What's the title of the story? What do you think the story is about? Who are they? What are they doing?	accident, cemetery, miner, mule, wagon, village, abandoned, brought, contracted, crumbling, falling	Think and predict. Picture read. Listen and read along. Label the map. Write a list. Complete sentences.
<b>SESSIONS 4-10</b>	<b>DEVELOPMENT</b>				<b>DEVELOPMENT</b>		
	Write an adapted version of the mentioned aspects, based on a model. Check spelling and punctuation conventions. Read the adapted version aloud.	Identify aspects of nature (flora, fauna, climate, etc.) and cultural expressions (schedules, music, interaction, dressing and eating codes in different events, etc.) from the historical period mentioned in the chronicle. Compare aspects of nature and cultural expressions of chronicles to contemporary ones from Mexico and English-speaking countries. Identify people's actions. Identify differences between actions in the chronicle and contemporary actions. Answer questions, orally and in written form, about different aspects mentioned in the chronicles. Write questions and answers about the described historical period, geographic location, people, vegetation, climate, etc. Read questions and answers in collaboration to compare information. Identify and express differences and similarities of historical and cultural aspects between Mexico and English-speaking countries. Write (in a chart) natural, historical, and cultural aspects of a chronicle to Mexico's context.	Repertoire of words necessary for this social practice of the language. Verb tenses: past, present perfect, and past perfect. Punctuation.		When they arrived... After nearly one year... In the nineteenth century... Many people, in the early century... there was/there were, Mexico was famous for... They left their country... the culture and traditions began...	got, marched, struggled, arrive, journey, leave, rainy, survivor, technicians, bacon, beans, bread, butter, chilies, corn, potatoes, waistcoat	Think and tell. Group read the story. Comprehension check. Listen and match. Read and underline. Match the sentences. Write the end of the story. Compare different events.
<b>SESSIONS 11-12</b>	<b>CLOSING</b>				<b>CLOSING</b>		
	Turn the adaptation into a comic strip. Share the comic with other teams.	Read adapted information aloud. Check the adapted information to make sure it is adequate. Check spelling and punctuation conventions.	Topic, purpose, and intended audience. Textual and graphic components. Repertoire of words necessary for this social practice of the language. Verb tenses: past, present perfect, and past perfect. Punctuation.		What was the weather like? How did they travel? Why did they go? How do people travel now? How long does it take to . . . ?	amazed, jump, seasick, traveler, volcanic eruption, characters, conclusion, events, location, time, chronicles	Write your own ideas. Ask questions about differences. Make a mural. Interview some classmates.

**ACHIEVEMENTS** (Tick when reached):

- Identifies topic, purpose, and intended audience.
- Reads paragraphs of a chronicle aloud.
- Describes aspects of nature and cultural expressions from a relevant historical period in the chronicle.

- Compares aspects of nature and cultural expressions of a chronicle to contemporary ones from Mexico and English-speaking countries.
- Writes questions and answers about different aspects described in a chronicle.
- Reads questions and answers.

WARM UPS	ASSESSMENT	MATERIAL	MOTIVATIONAL IDEAS
<p>Games. TPR Activities Memory games. Vocabulary reviewing. Songs and chants.</p>	<p>Explore brief chronicles. Read chronicles based on a model with the T's help. Respond (orally and in written form) questions about different aspects mentioned in chronicles based on a model with T's help. Identify and express similarities and differences of historical and cultural aspects between Mexico and English-speaking countries. Check writing conventions.</p>	<p>flashcards realia posters scissors crayons wall paper books magazines newspapers</p>	<p>Describe past events. Label maps. Games: Backs to the Board, Tic-Tac-Toe, Twenty Questions, Fly Swat, Hangman, Draw and Guess. Spelling Bee. Present comic murals.</p> <hr/> <p><b>OBSERVATIONS:</b> <b>Chronicle (n.)</b> An extended account in prose or verse of historical events, sometimes including legendary material, presented in chronological order.</p> <p><b>Useful links:</b> <a href="http://www.pbs.org/ktca/liberty/chronicle.html">http://www.pbs.org/ktca/liberty/chronicle.html</a> Chronicle of the American Revolution <a href="http://besthistorysites.net/">http://besthistorysites.net/</a> Useful links, from Prehistory to History Today; Menu bar on the left. <a href="http://www.teachingcomics.org/index.php?option=com_content&amp;view=category&amp;id=35&amp;Itemid=55">http://www.teachingcomics.org/index.php?option=com_content&amp;view=category&amp;id=35&amp;Itemid=55</a> Crafting a Minicomic (link for .pdf document)</p>