SUGGESTED **CURRICULUM STRUCTURE TRANSITION TO 5TH GRADE**

SAN ANDRÉS, PROVIDENCIA AND SANTA CATALINA



Colombia Bilingüe MINEDUCACIÓN



SUGGESTED CURRICULUM STRUCTURE

FOR TRANSITION TO 5TH GRADE

SAN ANDRÉS, PROVIDENCIA AND SANTA CATALINA



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Estimada Comunidad Educativa,

El Plan Nacional de Desarrollo 2014-2018 "Todos por un nuevo país", tiene como objetivo construir una Colombia en paz, equitativa y educada. El Ministerio de Educación Nacional se hace partícipe de esta meta a través de programas como "Colombia Bilingüe", cuyas acciones se enmarcan dentro del propósito de hacer de Colombia la mejor educada de la región para el año 2025.

Hoy tenemos el gusto de presentar al país los Derechos Básicos de Aprendizaje de Inglés y el Currículo Sugerido de Inglés grados Transición a 5º de Primaria, el cual está dirigido al contexto del archipiélago de San Andrés, Providencia y Santa Catalina. Estas herramientas buscan que los docentes tengan unos lineamientos curriculares sugeridos y claros, contribuyendo, por un lado, a mejorar las prácticas pedagógicas en el aula de clase y, por el otro, a que los estudiantes alcancen el nivel de inglés esperado en cada grado. Por esta razón, se integran diferentes temáticas esenciales a través de la formación en inglés, tales como la salud, la convivencia, la paz, el medio ambiente y la globalización. A través de la implementación de esta propuesta, los docentes de inglés y las instituciones educativas del sector oficial aportarán cada vez más a la construcción del país bilingüe que deseamos.

Estos dos documentos se construyeron teniendo en cuenta las necesidades y características propias de los docentes de educación básica primaria del sector oficial en el departamento de San Andrés. Providencia y Santa Catalina, lo que permitió establecer ejes transversales adaptables a estos contextos particulares. Se trata de una propuesta dirigida también a la Secretaría de Educación y a las entidades de Educación del departamento, debido a que son dichos actores quienes, en su autonomía curricular, podrán analizar, adaptar e implementar cada uno de los elementos dentro del marco de los procesos de enseñanza y aprendizaje del inglés en sus instituciones educativas.

Los Derechos Básicos de Aprendizaje y el Currículo Sugerido de Inglés para Transición y Primaria son apuestas que buscan generar igualdad educativa, y hacer que la enseñanza y el aprendizaje del inglés sean vistos como una herramienta fortalecedora de la formación integral y pertinente para los estudiantes del siglo XXI en Colombia.

Agradecemos a la comunidad educativa por sus valiosos aportes, dirigidos a la construcción de un país que busca abrirse cada vez más al mundo globalizado y multicultural en el que vivimos.

Ministerio de Educación Nacional de Colombia





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INTRODUCTION

The department of San Andres, Providence speakers (Raizales and their descendents and Santa Catalina boasts certain particular immersed in the three languages) develop linguistic and cultural characteristics that their communicative competence. establish the need for a curricular plan that reflects this reality. These particular characteristics are the result of the coexistence of three languages in the islands: Spanish, English and Creole. This is the Transition and Primary school levels of a territory whose cultural roots come from the Raizal ethnic group. This group comes from African, Anglo and Caribbean origins Santa Catalina. The scope and sequence, and speak English and Creole. Today, they are a minority group due to the overwhelming suggestions, and the integrated intercultural presence of pañas - of Hispanic descent who come from the continental Colombia. Therefore, English and Creole are a result of the European colonization and Spanish of the "Colombianization" process of the islands.

On the one hand, the linguistic characteristics of English and Creole pose a methodological challenge due to the similarity of both languages. On the other hand, it is necessary to bear in mind the plurilinguism of the islands'

The National Ministry of Education presents the Curriculum Structure booklet for the Suggested English Curriculum, addressed to the Colombian educational system for the department of San Andres, Providence and syllabi, methodological and assessment projects and tasks (TPII) presented here aim at giving teachers the tools to consolidate school English curricula that can contribute to the achievement of the learning goals established for the country; respecting, of course, the institutional autonomy, guaranteed by Law 115. This way, each school will have the opportunity to evaluate, modify and adapt this structure to the needs and particularities of their teaching context, as well as to the inhabitants, and the context in which the native characteristics of their student population.





HOW TO UNDERSTAND THE **CURRICULUM STRUCTURE AND ITS COMPONENTS**

This section presents instructions for transition and Primary teachers, that will facilitate the understanding. analysis and implementation of the suggested English Curriculum Structure for these levels of the educational system. The structure has been organized by chapters, based on each grade of the cycle they address. This means that teachers will find chapters corresponding A description of the content and purpose of each of to transition, first, second, third, fourth and fifth grade, which can be differentiated by colors. Within each chapter, the reader will find four core elements:

Scope and sequence Suggested syllabus Methodological and assessment suggestions Integrated Intercultural Tasks and Projects (TPII)

the previous elements is discussed below, as well as the way teachers may make use of them to plan their Enalish lessons.

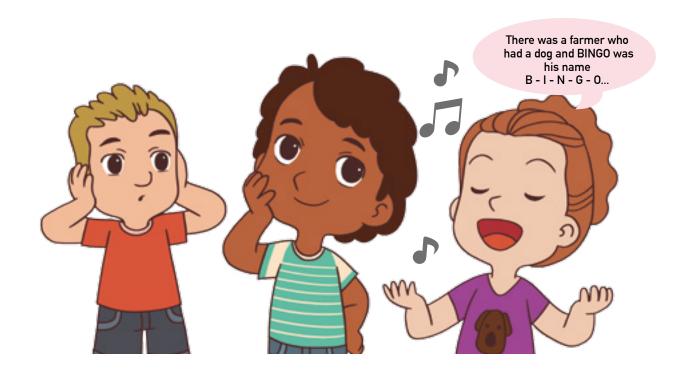
WHAT IS THE SCOPE AND SEQUENCE?

elements that comprise the instructive, linguistic, and the general objectives of each module per grade level. communicative progression of the curriculum structure. This provides the teacher an annual overview in which The suggested cross-curricular topics, through which developed in each grade level syllabus.

level's Basic Learning Rights (DBA in Spanish), which topics, respectively. represent the minimum knowledge and skills that a In order to illustrate the scope and sequence scheme, student should develop within each grade, to K-5, in the there is an example below of the elements included in learning of English. The lower section of the scope and this structure for first grade (Table 1).

The Scope and Sequence of this curriculum proposal sequence demonstrates the suggested cross-curricular presents a matrix, in which teachers can notice the different topics, the learning goals, the language functions, and

he or she can identify the suggested language level, the tasks and projects are developed for K-5, include: health learning goals, the language functions, and the general and life, peace and living together, environment and objectives to be attained. These elements will be further society, and a global village. These topics are articulated progressively, maintaining the spiral element of the curriculum. In each grade level, four modules are The top section of the scope and sequence presents the suggested, each of which is related to each of these



BASIC LEARNING **RIGHTS**

SCOPE AND SEQUENCE

SUGGESTED LEVEL: **PREPARATORY** PRE-A1 FIRST GRADE

- Understands and follows instructions related to basic school tasks, verbally and nonverbally.
- Understands and makes simple statements, using rehearsed expressions about his/her immediate environment (house and school).
- Orders the sequence of main events in a simple short story about topics he/ she already knows, by using pictures, after reading or listening to it.
- Answers simple questions about basic personal information such as name, age, family and classmates.
- Mentions some physical characteristics of self and others, through the use of previously studied words or phrases.

As an example, you can find a chart providing information about the scope and sequence for the suggested





SCOPE AND SEQUENCE

GOAL Identify, visually and orally.

Express his/her preferences about certain food that contributes with the health care. Describe his/her personal hygiene routine. Compare in English his/her preferences in terms of food. daily personal hygiene routine

FUNCTIONS

Identify, orally, words and short instructions, related to body care and personal hygiene.

OBJECTIVES

Mention, in a simple way, actions he/ she practices for his/her personal hygiene.

Mention similarities and differences related to preferences and their own routines.

Describe, in English, his/her own physical differences and the ones from his/her classmates and show respect

in English, some activities

for body care and personal

hygiene.

towards them

and at home

Describe in a simple way physical characteristics about his/ her classmates. Express, with simple words. basic rules of behavior and respect towards the others. Express, in English, similarities and differences between

themselves and a peer.

with that of a classmate.

Identify orally, words and short phrases related to physical characteristics about himself/ herself and his/her classmates

Mention with simple phrases, physical characteristics about himself/ herself and his/her classmates. Compare physical characteristics and personal likes with those of a

classmate.

MODULE 3: **Environment and** society I TAKE CARE OF MY SCHOOL (27-36 hours)

MODULE 4:

A global village

I HELP AT HOME

(27- 36 hours)

MODULE 1:

Health and life

I TAKE CARE OF MY

BODY

(27- 36 hours)

MODULE 2:

Peace and living together

I APPRECIATE OUR

DIFFERENCES

(27- 36 hours)

Recognize visually and orally in English, and put in practice strategies to take care of the environment in the school

Describe known classroom Mention what they should or

shouldn't do to take care of the school. Mention specific recycling actions at home.

Recognize words and short phrases related to how to take care of the school

Mention school objects and some actions to take care of them using simple phrases.

Express in English, through rehearsed sentences, how to recycle garbage from the classroom and the household.

Express and promote collaboration in their family in English.

Ask and give information about the family. Describe in a simple way the objects in the house and their location Describe water consumption

habits at home.

Identify words and simple phrases, related to ways to help at home. Answer very easy questions about habits among the members of the

family. Express orally an ecological commitment to take care and save water at

Table 1. Scope and Sequence of the Curricular Structure for First Grade.

The previous scheme demonstrates the progression of the scope and sequence in terms of suggested goals both horizontally and vertically. Horizontally, on the one hand, the goals progress from the personal level to the external environment: starting from learner's personal experiences. moving toward the classroom environment, to finally reaching of depth and complexity, as well as with a different focus, their immediate community and the world. Vertically, on according to the learners' cognitive and socio-emotional the other hand, the progression is evidenced through the level and age. Table 2 demonstrates this idea.

development of the topics. By analyzing the table, progression is notable through the suggested topics for each module, through the goals, and their relation to the cross-curricular topics. Therefore, it is suggested that each grade cover the same general topics in each period, with a varied level

Identify and present in English the negative effects of some substances for his/her health (sugar, caffeine, salt, fat) through local short stories.

TOPICS

AR

SS-CURRICUL

CRO

L 0

PROGRESSION



Identify the place where they live and express, in English, some benefits of exercising and having a balanced diet in their holistic growth.



Follow norms in English for their own and others' care, when participating in individual and group games including rhymes and games from the department.

Propose actions to take care of his/ her body and his/her relationships with others, using simple language.



Recognize and express in simple language, norms and responsibilities in the prevention and treatment of health issues in their local context.



Identify, visually and orally, in English, some activities for body care and personal hygiene and compare them to those of a classmate.



Table 2. Progression of Cross-curricular Topics

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WHAT ELEMENTS MAKE UP THE SYLLABI?

The syllabus section demonstrates a scheme that materializes each of the principles in this suggested curriculum through the articulation of goals, objectives, standards, language functions, performance indicators, and discursive and linguistic contents. Transition, however, has a particularly different structure which will be explained later.

As it has been previously mentioned, the general topics for the development of each module are: health and life, peace and living together, environment and society, and a global village. These serve to outline the curriculum proposal based on the cross-curricular themes. These topics are developed in all grade levels, and each of them progresses into more specific topics that can be adapted or modified by teachers based on their particular teaching contexts. This structure includes four modules per grade level, one per each of the school terms, if applicable. The modules are identified from one to four and their corresponding name. The name of each module represents the sub-topic, as follows:

MODULE I

Health and life: I take care of my body.

Besides, the identification of each module includes information about the suggested teaching and assessment time, which ranges between 27 hours per school term.

Under the identification of the module, the structure of the syllabus presents the learning goal that is expected to be achieved by the end of the module. This goal is related to the suggested tasks or projects, which also aim at contributing with the holistic education of children as they learn English.

Following this, the scheme introduces the performance indicators, which represent the different actions that students should undertake to achieve the stated goal. These indicators are classified into learning to know, learning to do, learning to be, and learning to learn. This last column refers to 21st Century Skills that are encouraged through the curriculum, and which constitute one of the curriculum characteristics. Some language learning strategies that can help learners become autonomous and better English learners. Table 3 below illustrates an example of the performance indicators for second grade.

PERFORMANCE INDICATORS

KNOW

- 1. Identifies the vocabulary related to common food in his/her context.
- 2. Recognizes words and expressions that indicate habits to be healthy 3. Identifies vocabulary and expressions about possible reasons why a person may develop health problems. 4. Identifies the names of

the neighborhoods of San

Andrés in English.

DO

1. Classifies and names healthy and unhealthy food and drinks in his/her immediate context. 2. Classifies and names the activities that foster good health. 3. Participates in a short conversation about food and habits to have a healthy life. 4. Makes a list of food and habits to have a healthy life, supported by images. 5. Locates and names the

different neighborhoods of San

Andrés in English.

BE

1. Promotes important actions regarding the practice of good eating habits to have a healthy life.

LEARN

- 21st Century Skills Listens respectfully to the ideas exposed by the others.
 - Learning strategies Practices the pronunciation of the new words.

Table 3. Performance Indicators for the Second Grade





- 14 -



use) content to be covered. In this section teachers **grade**, **Module 1**.

Immediately after the performance indicators, the can notice the progression of content, following the syllabus displays a section called Suggested Contents, spiral characteristic of the suggested structure. which provides detailed information of possible linguistic They can also find suggestions for recycling or (vocabulary and grammar), pragmatic expressions reviewing of contents studied in previous levels and (functional language use), and sociolinguistic/intercultural their progression grade by grade. Table 4 displays (social and cultural conditions implicit in language an example of this section, corresponding to fourth

SUGGESTED CONTENTS

Vocabulary to review:

- -Second grade Module 1: Healthy food
- Third Module 3

Expressions for cause and consequences

Harmful substances and food

sugar, caffeine, salt, fat. candy, fast food, lunch meat / sausage soda, butter, fried foods

Activities: play games, play football, read, watch tv, swimming, tell stories

VOCABULARY

Harmful effects

Headache, obesity, diabetes, hyperactivity, heart problems

The alphabet / spelling how do you spell ?

Family members: mother,

father, grandmother, grandfather, parents, grandparents

Nations/ nationalities: African. Jamaica, Costa Rica, Colombia, Nicaragua

Expressions

Sugar is bad for your health Salt can cause many health problems.

Caffeine produces...

It can cause...

Sugar is dangerous because...

... it is bad because...

Eat more fruits/vegetables

Expressions to make

recommendations or suggestions

You must not eat too much candy. You must not drink too many

You should eat healthy food.

Grammar to review

- Third grade Modulo 1: should/ shouldn't
- Third grade Modulo 3: Must y Have to to express obligation
- First grade module 1, Second grade modules 2 and 4: Question words who, when, where

Do you like ...? What do you like ...? Present simple Past simple Gerunds: reading, swimming, playing telling

Grammar

Modal verbs Compound sentences Must / should / have to Connectors and, but, because

Table 4. Suggested Contents for the Fourth Grade.

English in Practice

Caffeine produces hyperactivity. Fast food can cause heart problems.

You must not drink too many sodas <u>because</u> they can cause diabetes.

Sociolinguistic/Intercultural

Showing interest for others

Value of own culture

For the implementation of this suggested curriculum, schools are entitled to make decisions related to the manner in which they will approach the analysis, evaluation, and adaptation of this document in their particular contexts.

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WHAT ARE THE METHODOLOGICAL AND ASSESSMENT SUGGESTIONS AND HOW CAN THEY BE USED?

The purpose of this element of the curriculum structure is to offer teachers some practical pedagogical ideas on how to implement the Suggested Curriculum through recommended methodology and assessment practices, which can be helpful in everyday classroom settings. As it was explained in the methodological and assessment levels, as shown in Figure 1.

principles of this curriculum proposal (see Pedagogical Principles and Guidelines booklet), the methodology follows task-based and project-based learning, with some elements of the CLIL approach, which in this curriculum work progressively throughout the grade





Figure 1. Methodology Progression for the Suggested English Curriculum for Transition to Fifth Grade.

The following section discusses the application of these principles in the methodological and assessment suggestions of this document.





TASK-BASED METHODOLOGICAL **SUGGESTIONS**

From first to third grade, teachers will find methodological suggestions that are based on task-based learning. A task is understood as an activity that involves students' participation and relates to a communicative process in the foreign language. Bygate, Skehan and Swain (2001) hold that a task is permeated by the reinterpretation that learners make of it, and which requires that they use the language, giving more emphasis to its meaning to achieve an objective. Skehan (1996), and Nunan and Carter (2010) have defined the following three stages for a task:

A Pre-task includes an introduction to the topic and the task. Some strategies for this stage are brainstorming, narration of experiences, and a presentation of videos or images, which can constitute a motivating element for the development of the task. In this curriculum proposal, teachers from transition to third grade will find a series of suggestions for activities they can use to complete this first stage that has been called task preparation. It is necessary to highlight that the suggested strategies and activities are options that the teacher can use, depending on his or her context, learners' interests, and the number of hours a week provided for English at the institution.

This stage is fundamental to give students some linguistic and cognitive scaffolding, which is necessary for learners to be able to perform well in the task cycle, described next. Given this fact, in this stage Spanish and Creole use is valued as input to activate children's towards construction of knowledge. prior knowledge, as well as an introduction of key concepts for their holistic growth. For that reason, teachers will find some suggestions for materials in Spanish or Creole. After this preparation stage, the emphasis is made on the learning and use of English as the means of instruction and students' production.

work, individually, in pairs or in small groups, to carry out a communicative task. In this stage, it is the student

who takes the central role in the class and therefore in his or her learning process. This phase encourages learners to plan for the task, taking into consideration the resources needed, and making emphasis on the importance of having a clear, common goal.

In this curriculum proposal, this stage constitutes a second moment, called suggested tasks. Here, teachers will find suggestions for possible tasks that they can give to their students and that can contribute to the achievement of the suggested learning goals. For an appropriate development of the tasks, teachers will need to make decisions regarding the aspects of language that students will need in order to perform well. In the ideal case, the strategies suggested in the pre-task will help teachers in this respect. However, only teachers can determine students' specific needs. During the task cycle, the teacher becomes a monitor that supports student participation and does not limit their inspiration, considering that in this stage, learners need to build their knowledge autonomously. The previous statement is illustrated in the example for third grade (Figure 2).

During the task, the teacher becomes a monitor and facilitator that supports children's participation and does not limit their inspiration, considering that in this phase the student needs to feel autonomous enough

C. The last stage, the Post-task, suggests an extension of the task which allows students to use what they learned in order to apply it to their real life, their home, or their community. Besides, this post-task stage can involve the assessment of students' performance, as well as the evaluation of the language and skills used B.The Task cycle is the stage in which students can to learn the language or the new concepts studied. In this stage, learners can also put into practice some metacognitive strategies.

SUGGESTED TASK

Design a short questionnaire to conduct a survey of their family members and neighbors about common diseases in their community.



- Worksheets with different activities to introduce and practice the vocabulary related to common viral diseases, such as; dengue, zika, chikungunya; their symptoms and actions to prevent them.
- Flashcards with the target vocabulary.
- Illustrated stories about disease prevention.
- Videos about the topic.

Having completed the previous activities, it is possible that students still need other tools to be able to design the questionnaire. The teacher can decide, for example to:

- Design worksheets or include oral activities, through which students can work on the structure of yes/no or wh-questions that they can then use in their surveys.
- Show students models of surveys that they can follow.

... or any activity, strategy or material that the teacher considers pertinent to help children have the best performance in the task.

Figure 2. Task Cycle for the Third Grade





PROJECT-BASED METHODOLOGICAL **SUGGESTIONS**

that the former provides a series of unconnected main aim is to reflect on an issue, and, in this case. to demonstrate production in the foreign language. In this suggested curricular scheme, fourth and fifth grade teachers will find recommendations for

Project-based learning shares many of the principles projects that they can develop in each school term, of task-based learning with the main difference being which can contribute to the achievement of the suggested learning goals. These methodological steps (or tasks) to construct a final product, whose suggestions are divided, similarly, into three stages: preparation, development, and consolidation. The following example illustrates the project-based methodology for **fourth grade** (Figure 3).



Don't harm yourself!: The purpose of this project is to identify the negative effect of certain substances.

SUGGESTED PROJECT

Suggested product: Campaign to raise awareness on the consumption of food with high levels of sugar, salt, fat and caffeine.

Preparation:

In this stage, the teacher will find suggestions of activities that will help children to prepare to perform the steps or stages in order to consolidate the final product for the project. Some examples are:

- Introduction to the topic through a variety of activities.
- Exploration of students' prior knowledge about the topic
- Use of materials such as flashcards, worksheets, etc. to introduce and practice the necessary vocabulary to carry out the suggested tasks in the following stage.

The teacher can suggest additional activities or choose from the ones suggested in each stage.

Development:

In this stage, the teacher will find suggestions for a set of tasks that, step by step will contribute to guidance on the suggested product for the project. For example:

- Task 1: Watch a video and complete a table.
- Task 2: Produce short dialogues about the topic.
- Task 3: Create ads to diminish the consuption of negative substances for people's health
- Task 4: Design posters to display around the school.

Consolidation:

In this stage, the product of the project is shared or presented, and some extension and evaluation activities are suggested. For example:

- Presentation of the campaign with the school community. Children set up a stand where they share the results of the survey, the ads, and posters.
- Self-evaluation: Gather students in small groups to evaluate the development of the tasks. Some questions may be:
- a. What did you like about this module?
- b. Which ones were your favorite tasks?
- c. What difficulties did you have when doing the tasks or consolidating the project? Students discuss the questions with the help of the teacher and they summarize their answer on a paper they may attach in their portfolio.

Figure 3. Suggested Project for the Fourth Grade







SUGGESTIONS FOR ASSESSMENT

In order to ensure a comprehensive assessment Additionally, assessment suggestions possess a gametask-based and project-based, the use of "of learning" and "for learning" assessment strategies: summative and formative assessment, respectively. It also seeks with the intention of determining adjustments and action plans for improvement. It is important to highlight that teaching and assessment processes are considered simultaneous, complementary, and interdependent. So, the assessment and methodological suggestions go hand-in-hand and the proposed tasks also serve as formative assessment procedures for learning. suggested curriculum proposal:

process, the curriculum structure suggests, for both oriented assessment component (see Pedagogical Principles and Guidelines), which highlight experiences where teachers and learners recognize each other through dialogue, with the aim of cultivating autonomous that teachers and learners review the learning process and unrestricted human beings, who value each other, know each other, and participate together "in the construction of learnings that transforms their reality" (Borjas, 2013, p. 22).

> Game-oriented assessment consists of 6 phases that are discussed below (Table 5), including suggestions of the moments where they can be implemented in this

GAME-ORIENTED ASSESSMENT

PHASE	DESCRIPTION	SUGGESTED IMPLEMENTATION MODEL
1. DIAGNOSTIC	Teacher explores students' interests and motivation, through observation and dialogue.	At the beginning of each module (although it is given through the development of the tasks)
2. REFLECTIVE	Based on the diagnosis, the teacher establishes game-oriented assessment strategies that he/she will implement and their purpose.	During the first stage of each module (preparation)
3. DESIGN	The teacher organizes the game-oriented assessment activities, which can be negotiated with students, considering group work, game with an educational goal, and flexibility. NOTE: Game-oriented assessment does not measure students' performance.	At the beginning of the second stage of each module.
4. PREPARATION	Teacher prepares and organizes the necessary resources to implement the game-oriented assessment that he/she has planned.	At the beginning of the second stage of each module.
5. APPLICATION	Students perform the game-oriented activities planned.	During the second and third stage of each module.
6. FEEDBACK	Teacher proposes reflection questions so that students evaluate the game-oriented activities. This information allows the making of decisions about the development of student learning and is complemented with other formative and summative assessment strategies.	During the third stage of each module (See guiding questions throughout the curriculum methodological and assessment suggestions).

Table 5. Game-oriented assessment



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WHAT ADDITIONAL RECOMMENDATIONS WILL TEACHERS FIND THROUGHOUT THE CURRICULUM STRUCTURE?

Throughout the suggested curriculum structure, of the curriculum themes and characteristics, as methodological aspects, such as: classroom management, inclusion, didactic ideas and suggestions
Table 6 demonstrates some conventions that in Primary. This is viewed as a way to enhance some document.

teachers will also find a series of recommendations well as to maintain the curriculum as a tool for that will give them additional ideas about different teacher development and support in daily practice.

for the incorporation of features related to the culture identify the type of recommendations that teachers of the department, as well as the use of materials will find throughout the curriculum, along with a that the Ministry has published for English learning short description for the reader and user of this

This icon represents some additional recommendations in terms of methodology and classroom management that are offered to teachers for the implementation of the suggested curriculum.

DIDACTIC IDEA



This icon highlights suggestions on how to incorporate features of the local culture of the department of San Andres, Providence and Santa Catalina when working with the suggested content in each of the modules encountered in the core curriculum.

LOCAL CULTURE



This icon pinpoints possibilities of integrating elements from this suggested curriculum with other basic subjects in primary instruction. In this scheme, teachers will find some recommendations, but teachers are entitled to suggest other convergent cross-curricular points, depending on their school curriculum.

CROSS-CURRICULAR CONNECTION



education immersed in this suggested curriculum proposal. Throughout the curriculum structure, teachers are given general recommendations for inclusive work in their English lessons.

This icon represents the element of inclusive

INCLUSION



This icon shows suggestions for integration of the Bunny Bonita program, published by the Ministry of Education to support English in primary instruction. Teachers can refer to the suggested material to supplement their lessons and reduce the time they need to prepare class materials.

Every time the teacher finds this icon, specific information is provided about the capsule (or video), the poster, or the flashcard package that can be used at the point of the module (The material can be found online on the Colombia Aprende webpage).

BUNNY BONITA



This icon represents the connection between the suggested contents of this curriculum and the ECO program, issued by the Ministry of Education to bring English teaching for primary instruction in rural areas of the country. This material offers a guide for the teacher, posters, a "big book", and a booklet for students that can be printed and

copied. When the teacher sees this icon, he or she can refer to any of the previous resources.

ECO (ENGLISH FOR COLOMBIA)



This icon highlights alternatives for the implementation of "My ABC English Kit" material that was distributed by the Ministry of Education to primary institutions. These suggestions will be helpful for schools that have received this material.

MY ABC ENGLISH KT



Table 6. Types of recommendations throughout the suggested curriculum

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WHAT DIFFERENCES ARE THERE BETWEEN TRANSITION'S AND PRIMARY'S CURRICULUM STRUCTURE?

cognitive, and psychosocial development of students objective is to give students opportunities for exploration in Transition, as well as the guidelines that have been and interaction with the world and its different contextual established by the Ministry of Education for these ages, systems (Brofenbrenner, 1976), through teacher mediation, the suggested curriculum structure for Transition uses, as for the achievement of lifelong significant learning. point of reference, the dimensions for holistic education Learning that can constitute a bridge between language (socio- affective, cognitive, spiritual, ethic, aesthetics, and learning and human development. communicative), as well as the pedagogical strategies for Transition teachers will therefore find that this suggested their surroundings.

Considering the characterization of the evolutionary, for Transition propose a learning experience whose main

early education: art, games, literature, and exploration of grade curriculum structure is a little different from the other grades, even when it embraces the same principles All of the above within the suggested curriculum structure and conceptions of English language learning from a

sociocultural perspective. The following elements comprise the curriculum structure for Transition:

- 1. A scope and sequence that presents a general overview of the four proposed modules for the school year, accompanied by the learning goals around which the other elements of the curriculum structure will be set.
- 2. A syllabus, similar to the other grades, which presents the performance indicators and the suggested contents for the grade.
- **3.** Methodological suggestions that are divided into:
- a. Strategies for managing the learning environment, as a starting point to activate English learning processes from the classroom environment.
- **b.** Strategies for setting the learning experiences, which revolve around the four central strategies for early education (games, literature, art, and exploration of surroundings).

- c. Suggestions for the development of learning experiences that can contribute to the achievement of the learning goal for each module.
- **d.** Recommendations for the socialization of learning experiences that have been developed, as well as for the implementation of self-evaluation processes where learners can recognize their strengths and talents for the proposed activities.
- 4. A section with mechanisms for follow-up of learners' integral education, which follow the guidelines for early education with regard to the way that assessment should be carried out for this level. Observation and pedagogical listening are the main assessment strategies, allowing for assessment to be a totally qualitative and formative approach, which motivates teachers to get to know their students and recognize particular strengths and weaknesses, as well as ways to overcome them.



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5- WHAT ARE THE INTEGRATED INTERCULTURAL TASKS AND PROJECTS (TPII)?

This component wishes to highlight and reap the benefits of the oral, linguistic, gastronomic, geographical, ecological and musical traditions which are to be found in the department of San Andres, Providence and Santa Catalina so that teachers and students can take full advantage of distinctive aspects of their own culture and world view which help them to learn the English language. The inclusion of these cultural aspects is an attempt to promote significant use of the language on behalf of the students and to motivate them towards learning, seeing as they will feel a heightened connection to the course content and will be able to contribute their own knowledge, valuing their own language and culture while understanding and recognising the value of other cultures and their own contexts.

The Integrated Intercultural Tasks and Projects (TPII) intend to recycle what has been learned during the modules of each grade and to deepen knowledge of the language

through its integration with the local context. These TPII are directly related to the learning outcomes, objectives and the Basic Learning Rights proposed for each grade. Through their development, the students and teachers will recycle target language and learning which is specified in the core curriculum such as content, structures and integrated vocabulary.

In the lower grades (from transition to third grade), the TPII have a strong emphasis on the specific characteristics of the department and gradually in the following grades (fourth and fifth), they start to include relations with other cultures to promote the knowledge of others and the development of harmonious relations between different peoples without denial of their identities.

In the following table (Table 7), there is a summary of the tasks and projects proposed for each grade.

GRADE	TPII	CULTURAL ASPECT	
Transition	My Games	Rhymes and games	
	Our Own Festival	Family Traditions	
First	We're different, but the same	Multiculturalism in the classroom	
	My Room, My Home	Songs that are sung at home and in the classroom	
Second	My Island, Your Island	 Original names of neighborhoods in English 	
	A Party under the Sea	• Festivals and celebrations – Animals in the local context	
Third	Island remedies	Knowledge about the natural riches found locally	
	Respect my island, protect my home	 Actions to promote the protection of the local environment. 	
Fourth	Our stories and what they teach us.	Traditional and local stories	
	Protect our reef. Stop the lionfish	Local wildlife issues	

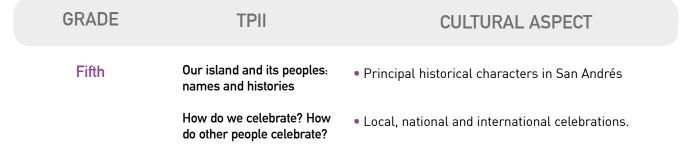


Table 7. Integrated Intercultural Tasks and Projects for each grade.

The TPII can be used and integrated into classes by teachers at the end of every proposed module in the core curriculum. However, each teacher may select the proposed tasks within the TPII and incorporate them into the module work as they see fit.

The following image shows a suggested sequence for the development of the modules as well as the suggested time for each one.

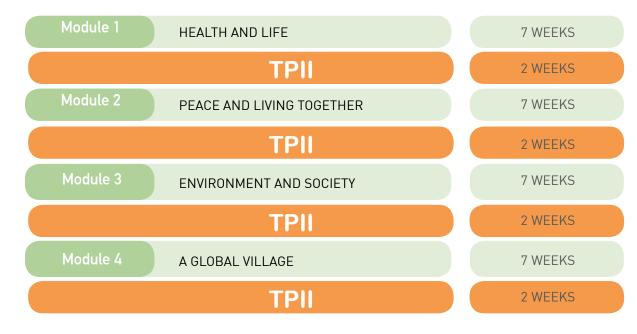


Figure 4: Suggested Sequence for the integration of the TPII's within the modules.



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6- APPENDIXES

Finally, in the appendix section of this document, teachers will find a series of materials that can help implement this suggested curriculum, such as:

Lesson planning samples for each grade level

Examples of assessment instruments (quizzes and rubrics)

Suggested resources for the use of materials and didactic resources, which can contribute to curriculum implementation.

II- HOW DOES THIS CURRICULUM
ARTICULATE TO THE BASIC STANDARDS
OF COMPETENCE IN A FOREIGN
LANGUAGE: ENGLISH?



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1- SUGGESTED LANGUAGE LEVEL AND ITS ARTICULATION TO THE SUGGESTED **CURRICULUM FOR SECONDARY**

of References (CEFR). The process begins in sixth grade 2014) document.

The Suggested English Curriculum for high school (MEN, and takes students to the pre-intermediate B1 level by 2016) proposes "a reassignment of the CEFR levels in the end of high school. Figure 5 shows, besides this level grades 6 to 11, given the known difficulty of having solid reassignment, the correspondence of the recommended processes of foreign language education during primary" number of hours for their achievement, based on the (p. 32). Such a proposal suggests starting with the beginner Orientaciones para la Implementación de Proyectos de A1 level, according to the Common European Framework Fortalecimiento de Inglés en Entidades Territoriales (MEN,

	LANGUAGE LEVEL		ASSIGNED HOURS VS RECOMMENDED HOURS FOR LEARNING ENGLISH			
GRADE			NUMBER OF HOURS PER WEEK AND YEAR	RECOMMENDED	ACCUMI	JLATED
6	A1		3 Hours X 36	90	10	08
7	A2.1	A2	3 Hours X 36	200	108	216
8	A2.2	AZ	3 Hours X 36	200	108	210
9	B1.1		3 Hours X 36		108	
10	B1.2	В1	3 Hours X 36	375	108	324
11	B1.3		3 Hours X 36		108	

Figure 5. Relation between the CEFR and Colombian high school grades. Proposal for level reassignment (MEN, 2016).

beginner A1.1 - A1.2 in grades three, four and five. This proposed by the high school curriculum. means that, throughout these grades, tasks and projects

In correspondence with the above, the suggested curriculum will complement the development of communicative for Transition and Primary proposes the development foundations (linguistic, pragmatic, and sociolinguistic) from a preparatory Pre-A1 language level from Transition along with preparation processes of the four basic language to third grade, and basic foundations for CEFR level skills, so that students will be ready to start the process This decision is also based on the results of the needs analysis, which evidenced the issues present in the department of San Andres, Providence and Santa Catalina; among them:

- The existence and use of three languages (Creole, English and Spanish) and the different perceptions regarding their use within the classroom
- The need for better teacher education
- The lack of licensed English teachers in these levels
- The lack of didactic and audiovisual resources to teach

and learn English in Transition and Primary All of the above solidifies the goal of a preparatory Pre-A1 level more realistic and relevant for this context. Level beginner A1.1 in grades fourth and fifth prepares students to be able work at the A1 level by sixth grade. Table 8 displays the progression of language levels and communicative abilities proposed for this Curriculum, considering the different modalities and variety of number of hours in the diverse contexts of the departmet.

GRADE		NUMBER OF HOURS *		SUGGESTED
	LANGUAGE LEVEL	RECOMMENDED	ACCUMULATED AT THE END OF EACH YEAR	SKILLS
TRANSITION	Preparatory Pre-A1	2 x 36 = 108 hours a year	108	Preparation for listening and conversation
FIRST	Preparatory Pre-A1	2 x 36 = 108 hours a year	216	Listening Pre-reading Conversation
SECOND	Preparatory Pre-A1	2 x 36 = 108 hours a year	324	Listening Pre-reading Conversation
THIRD	BeginnerA1.1	2 x 36 = 108 hours a year	432	Listening Reading Pre-writing Conversation
FOURTH	Beginner A1.1	2 x 36 = 108 hours a year	540	Listening Reading Writing Monologue Conversation
FIFTH	Beginner A1.1	2 x 36 = 108 hours a year	648	Listening Reading Writing Monologue Conversation

Table 8. Progression of language levels and communicative skills for the Suggested English Curriculum for Transition and Primary



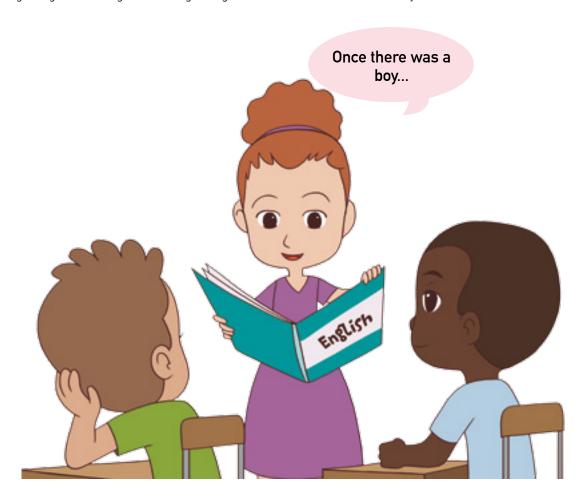


instruction a week, which would provide an average of 648 of the department.

that English lessons will open spaces to support and from the beginning of their educational process. contribute to the learning of the foreign language.

Taking into account that the time dedicated to English in It is important to highlight that there are some limitations: the majority of institutions in the department of San Andres, most teachers are not English teachers; resources are Providencia and Santa Catalina is more than 3 hours per scarce; difficulties for the teaching and learning of English; week, this proposal is based on an initial 3 hours of English and students' cognitive and socio-affective level have particular characteristics. To achieve the ideal conditions hours throughout the cycle¹. Furthermore, it is proposed of attaining the English levels proposed, a joint effort from to work on the TPII in such a way that the teachers will all participants needs to occur. This Suggested English have further options to recycle the language learned in Curriculum provides teachers some tools to help minimize the other modules through the prism of the local culture some of the current limitations, and help teachers have informed and structured classroom learning which could The proposed curriculum is based upon the consideration strengthen the communicative foundations of students

1 It is necessary to highlight that, even when the Norma Técnica Colombiana 5580 (MEN & ICONTEC, 2007) establishes that with such number of hours it is possible to achieve an A2 (200 hours) or B1 level (375 hours) respectively, this norm target the program for work and human development, and such level is not considered appropriate bearing in mind the realities of the country regarding the teaching and learning of English in levels Transition and Primary.

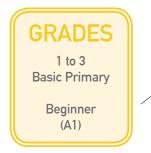


2- ADAPTATION OF THE BASIC STANDARDS OF **COMPETENCE IN A FOREIGN LANGUAGE:** ENGLISH (GUÍA 22) TO THE SUGGESTED **CURRICULUM FOR TRANSITION AND PRIMARY**

English Curriculum started with a revision of the Basic Standards of Competence proposed in Guía 22. published included in the document, the language level proposed, according to the CEFR, was beginner A1 for first to third grade, and basic A2.1 for grades fourth and fifth (Figure 6).

and students' population in Transition and Primary in the department, as well as the articulation with the Suggested 9 displays the suggested matrix for these grades.

Based on the analysis above, the design of this Suggested English Curriculum for Secondary, the decision was to place the achieved level of competence by fifth grade to be a beginner A1.2 according to the CEFR as shown in Table 8. by the Ministry of Education in 2006. Transition was not This required a selection from the set of standards included in the Guía 22 that are still considered relevant, due to their coherence with the communicative development of the primary grades. A matrix of standards has been articulated for Transition and Primary, which feeds the suggested Taking into consideration the needs analysis of the teachers curriculum structure, considering the new competence goal proposed (preparatory Pre-A1 - beginner A1.1). Table



¥	First to Third	Beginner	Α1
,	Fourth to Fifth	Basic 1	A 2.1
	Sixth to Seventh	Basic 2	A 2.2
	Eighth to Ninth	Pre intermediate 1	B 1.1
	Tenth to Eleventh	Pre intermediate 2	B1.2

Figure 6. Language levels suggested by the English Basic Standards of Competence: English (MEN, 2006).

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GRADE **SKILL STANDARDS LISTENING** • I recognize when people talk to me in English, and I **TRANSITION** react nonverbally. • I recognize that there are other people who communicate in English. It's time to learn • I understand when they say hello or goodbye to me. Enalish! • I understand student's songs, rhymes, and nursery rhymes and I show it with gestures and movements. **MONOLOGUE** • I recite and sing student's songs that I understand, with appropriate rhythm and intonation. • I name feelings and mood using images. **CONVERSATION** • I participate actively in word games and songs. • I respond to greetings and farewells. • I use nonverbal language when I cannot answer verbally to simple questions about me and my surroundings. For example, nodding with my head. • I ask and answer questions about how I feel. • I recognize when people talk to me in English and reach verbally and nonverbally. LISTENING • I recognize that there are other people like me that **FIRST** communicate in English. • I understand when people say hello and goodbye to me. • I understand student's songs, rhymes, and nursery rhymes and show it with gestures and movements. Use red to color the • I understand sequences related to habits and daily circles, and blue to color the squares. MONOLOGUE • I recite and sing student's songs that I understand, with appropriate rhythm and intonation. • I say what I like and what I don't like • I use movements and nonverbal language to express what I need. **CONVERSATION** • I participate actively in games and songs. • I respond to greetings and farewells. • I use nonverbal language when I cannot answer simple questions about me and my surroundings. For example, nodding my head. • I answer simple questions about me and my surroundings, using verbal or nonverbal language. **READING** • I follow the sequence of a simple story, using images. • I associate pictures with simple phrases.

GRADE SECOND

This plant has a stem

and leaves.

SKILL **STANDARDS** LISTENING

- I recognize when people talk to me in English and react verbally and nonverbally.
- I recognize that there are other people like me that communicate in English.
- I understand when people say hello and goodbye to me.
- I understand songs, and rhymes, and I show it with gestures and movements.
- I follow instructions related to recreational activities given by my teacher.
- I recite and sing rhymes, poems, and songs that I understand, with appropriate rhythm and intonation.
- I participate actively in word games and songs.
- I respond to greetings and farewells.
- I use nonverbal language when I cannot answer verbally to simple questions about me and my surroundings. For example, nodding or nodding my head en vez de nodding or denying with my head objects in my surroundings.
- I follow the sequence of a simple story, using images.
- I copy or associate the name of places and elements that I recognize in a picture.
- I copy and transcribe words that I understand and use frequently in the classroom.
- I copy or associate the name of places and elements that I recognize in a picture.

THIRD



LISTENING

MONOLOGUE

CONVERSATION

READING

WRITING

- I recognize when they speak to me in English and react verbally and nonverbally.
- I recognize that there are other people like me that communicate in English.
- I understand when they say hello or goodbye to me.
- I understand songs and rhymes and show it with gestures and movements.
- I follow instructions related to recreational activities given by my teacher.

MONOLOGUE

- I recite and sing rhymes, poems and songs that I understand, with appropriate rhythm and intonation.
- I mention what I like and what I don't like with simple phrases.
- I name some things that I can and cannot do, using can /can't.





GRADE	SKILL	STANDARDS
	CONVERSATION	 I participate actively in word games and songs. I respond to greetings and farewells. I answer simple questions about me and my surroundings, using verbal or nonverbal language.
	READING	 I follow the sequence of a simple story, through images. I recognize familiar words in immediate contexts. I associate pictures with simple phrases.
	WRITING	 I copy or associate the name of places and elements that I recognize in a picture. I copy and transcribe words that I understand and use frequently in the classroom.
FOURTH	LISTENING	 I recognize when people talk to me in English and react verbally and nonverbally. I follow the sequence of a short story, told by the teacher, supported by images. I understand short and simple descriptions of familiar objects and places.
G C	MONOLOGUE	 I recite and sing rhymes, poems, and songs that I understand, with appropriate rhythm and intonation. I express my feelings and mood with simple phrases. I mention what I like and what I don't like with simple phrases. I name some things that I can and cannot do, using can'/can't. I describe characteristics of myself, other people, animals, and places, using very simple language.
	CONVERSATION	 I participate actively in word games and songs. I respond to greetings and farewells. I answer simple questions about me and my surroundings verbally and nonverbally.
	READING	 I recite and sing rhymes, poems, and songs that I understand, with appropriate rhythm and intonation. I express my feelings and mood with simple phrases. I mention what I like and what I don't like with simple phrases. I name some things that I can and cannot do, using can'/can't. I describe characteristics of myself, other people, animals, and places, using very simple language.

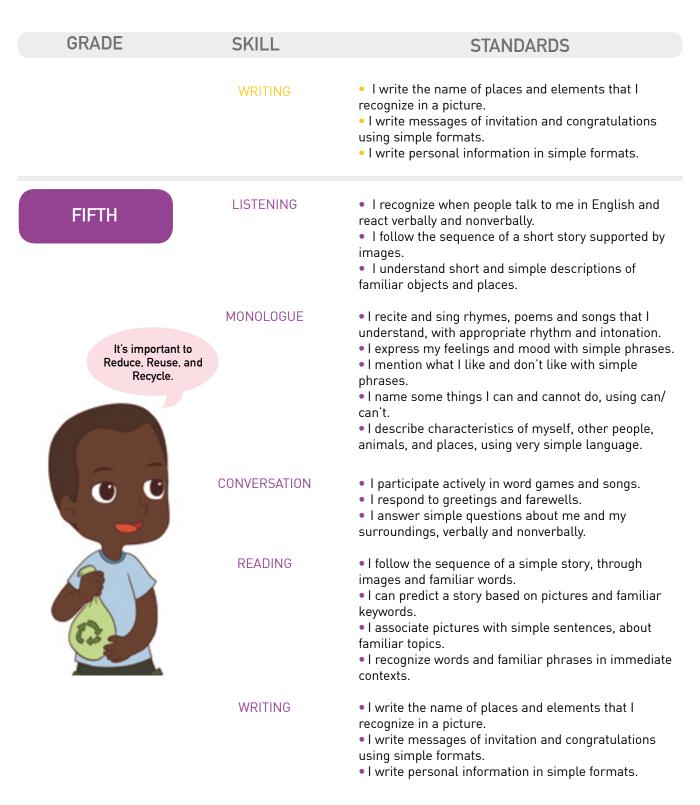


Table 9. Matrix of Standards for Transition and Primary



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The previous matrix has some particular elements worth discussing:

- The standards relate to the four basic communicative skills: reading, writing, listening, and speaking (monologue and conversation).
- In Transition through second grade, emphasis is made on the development of oral skills (listening and conversation). Monologue, although considered. is reduced due to the fact that in these ages students 'production is generally subject to a stimulus from the teacher. Therefore, the number of standards related to interaction is higher.
- Listening is considered a fundamental skill to promote communicative preparation in transition and primary. Therefore, this skill is emphasized from the beginning of the English learning process. It is important to highlight that audiovisual material and other technological tools are necessary to help develop the listening skill.
- Written comprehension and production skills develop progressively in this matrix. The process begins with the reading with images and understanding simple narratives based on them, so as to progress towards

more complex tasks such as understanding simple and short descriptions in grades fourth and fifth. Writing, on the other hand, is suggested to start in third grade, once students have developed this process in their native

The matrix above, as it was mentioned before, refers to the articulation between the current standards (Guía 22) and the Suggested English Curriculum for Transition and Primary. It is important to mention that, within the curriculum structure, teachers will find new contributions that include goals, objectives and competences that, besides the communicative competence, will include sociocultural and contextual elements of English learning, that match the vision and principles of this curriculum proposal.

The matrix presented here has the same flexibility and adaptability of the curriculum proposal. Its implementation will vary depending on the number of hours, the level and number of students, among other particular characteristics of each learning context. It is up to every school to evaluate the relevance and applicability of this matrix in their context.



3- HOW DO THE BASIC STANDARDS OF COMPETENCE ARTICULATE TO THE BASIC **LEARNING RIGHTS?**

One aspect in the process of this curriculum design was the grade" (MEN, 2015). The BLRs in English are a fundamental development of the Basic Learning Rights of English (BLRs) for Transition and Primary (See BLR booklet). This section attempts to explain the distinction between the Standards and BLRs, and their articulation with English language teaching in these levels.

The Basic Standards of Competence have been defined by the Ministry of Education as "clear and public criteria to allow the establishment of the basic quality levels" that students in Colombia need to achieve. These standards present "an expectation of learning to be developed in the long term", that is, they are not established to be achieved in a single grade. The standards maintain general levels that teachers can adapt into their curriculum. The Basic Learning Rights, on the about what every student needs to learn by the end of each contribute to the achievement of the BSC.

tool to ensure educational quality and equity for all students in the country. These rights describe basic knowledge and skills that students need to learn and develop in each of the grade levels in English.

The BLRs complement the standards because they are more concrete and contribute to a clear route for each school. This way, the BLRs can be considered the basis for the design of syllabi that are articulated with the particularities of the educational context, such as cultural, ethnic, geographic, and social diversity. Figure 7 presents an example of how the BSC and BLR are articulated. In the center, you can see the suggested BSC to be covered in grades 1 through 3 (I follow the sequence of a simple story, based on images). Around other hand, are defined as a "set of knowledge and abilities" the BSC, you can see the BLR, grade by grade, which will

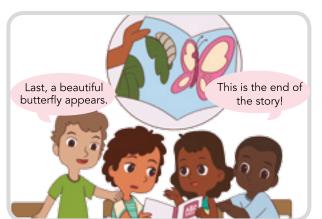


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1° Organizes the sequence of main events in a simple short story about topics he/ she already knows, after reading or listening to it, by using pictures; as in the following example:

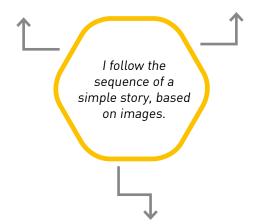




2° Understands a simple short story about known topics and retells it

about known topics and retells it through the use of pictures and previously studied words







3° Understands and describes some details in short, simple texts related to familiar topics, based on images and known phrases; as in the following example:

Juan lives in Yopal. He is 8 years old. He loves technology, especially playing with his tablet. The problem is that Juan spends more than 5 hours playing with his tablet every day. This might be bad for him.



Figure 7. Basic Learning Rights and Standards

SUGGESTED CURRICULUM STRUCTURE FOR TRANSITION AND PRIMARY

Summary of modules in the suggested curriculum structure for transition through fifth grade:





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TRANSITION GRADE



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SUGGESTED CURRICULUM STRUCTURE SUGGESTED CURRICULUM STRUCTURE





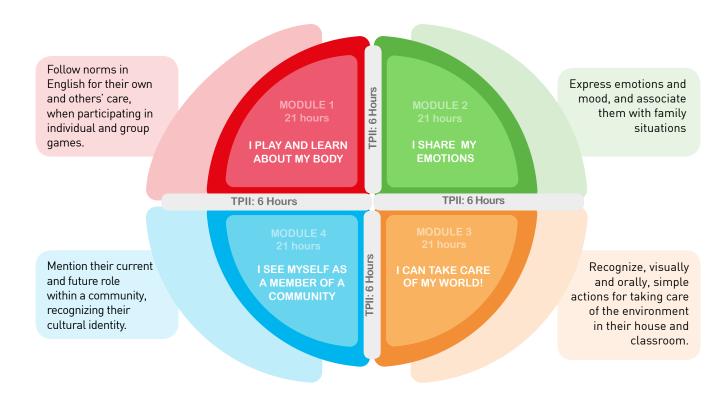
BASIC LEARNING RIGHTS

- 1 Recognizes simple commands related to his/her immediate environment, and responds to them nonverbally.
- Associates images with sounds of words related to his/her home and classroom.
- Identifies, repeats, and uses words related to their immediate environment (house and classroom).
- Understands and answers very simple questions about his/her personal information, such as name, age, and family.

SCOPE AND SEQUENCE

SUGGESTED LEVEL: Preparatory Pre- A1 Transition

The following diagram shows the **scope and sequence** with information about the suggested modules for Transition to be covered in a school year.



Colombia Bilingüe

TODOS POR UNITARIO DA SE



SUGGESTED SYLLABUS

MODULE 1

SUGGESTED TIME:

GOAL: 27-36 hours per academic term

Follow norms in English for their own and others' care, when participating in individual and group games including rhymes and games from the department.

LEARNING SITUATION: I PLAY AND LEARN ABOUT MY BODY

In this module, the learning situation involves children in the knowledge of their bodies, as well as their own and others' care during their participation in a variety of activities that include games and rhymes from the department while they learn to express actions for care in English. The experiences suggested integration to offer

scenarios that can contribute to their self-awareness, the fostering of self-esteem and respect for themselves and others. Besides, the suggested situation allows the development of intra and interpersonal skills for better relations in the classroom.

PERFORMANCE INDICATORS

KNOW

1. Recognizes the main parts of the body.

2. Recognizes his or her gender. 3. Recognizes and pronounces vocabulary related to games, toys, and recreational activities. 4. Identifies phrases to express

preference.

DO

1. Names the parts of their body. 2. Associates words that

they hear to images related to parts of the body and games. **3**. Follows simple instructions when told slowly with clear pronunciation.

4. Mentions his or her favorite game or toy. **5**. Uses English to participate in games and rhymes from the department

BE

1. Values the importance of taking care of their body while playing. 2. Respects and takes care of their own and their classmates' bodies. 3. Follows the established norms of

conduct.

LEARN

21st Century Skills Adapts to different roles in a group game

Learning strategies Exemplifies words or phrases with corporal movements to remember their meaning.



SUGGESTED CONTENTS

VOCABULARY

Parts of the body

Face: eyes, mouth nose Body: head, shoulders, knees, toes. Shapes

Circle, triangle, square

Adjectives

Big-small - round - square Numbers 1 to 5

Ball, doll, bike, car, action figure.

Yellow, blue, red, green, black, white

Acciones

Push, Pull, Jump, Play, Run, Stand. Wheel

Games and Rhymes

Playground, field, swings, seesaw

Expressions

Let's play... Touch your... Be careful

Expressions to say hello and introduce themselves

Hello - Good morning / good afternoon My name is

Grammar

My name is... I am a boy/girl My favorite toy is... My favorite game is...

English in practice

My favorite toy is a doll. My favorite game is the see-saw. Jump three (3) times. Touch your nose! My ball is blue. My ball is big and

round. Make two lines

Make a circle Put your hands on your sides Move your hips Wheel and take your partner

Sociolinguistic/Intercultural

Respect for norms and responsibilities Respect of others and themselves, and appreciation for differences







METHODOLOGICAL AND ASSESSMENT SUGGESTIONS

This section presents a set of methodological suggestions for **Transition**, taking into consideration the pedagogical strategies, as well as the dimensions for a student's holistic development.

For this module classroom setting, you can:

Decorate the classroom with images of students playing games that are familiar to the class.



ECO Poster: Outdoor activities in the park.

- Hang images or puppets of students with the names of the parts of the body in English.
- Display the poster "We're different but the same" with students with different physical characteristics. You can include images of students with special needs (visually impaired, on a wheelchair, etc.), as well as from different ethnic and social groups and geographical contexts, to raise awareness of diversity.



MANAGE THE LEARNING ENVIRONMENT

Native Culture: Poster We're different, but

Find songs related to the topic of the body and games. Some options can be:

- My little face: www.youtube.com/watch?v=rv0Wp4UV_
- Head, shoulders, knees and toes: www.youtube.com/ watch?v=h4eueDYPTIg
- My body parts song: www.youtube.com/watch?v=ot-4mJ_qUNMY
- Playground song: www.youtube.com/watch?v=Qx-
- Let's play outside: www.youtube.com/watch?v=ywGq-
- Let's play inside: www.youtube.com/watch?v=aozX-ORODYk
- Playground flashcards: www.youtube.com/watch?v=a-
- Use games that students enjoy the most in their recess time to set the classroom environment. Find out if there is an equivalent game for those traditional games in English (e.g. Hide and Seek - Escondidas).
- Put in context rhymes and games from the department by asking children about them. Which ones do they play? When do they play them? Who do they play them with?
- Create a toy's corner with toys that students can bring from home.



DIMENSIONS Corporal Socio emotional Cognitive Communicative

GAME

Create a starting routine for students, which involves body movements. For this, you can use games such as:

- SIMON SAYS: teacher gives instructions for body movements (e.g. Simon says: touch your nose!), students follow them only when introduced with the phrase Simon says.
- OBSTACLE RACE: organize the classroom as an obstacle track, students follow the track, while taking care of their bodies.
- HOT POTATO: Pass a toy around saying "Hot Potato" several times. When you stop, the child with the toy in his or her hands has to perform an instruction given by the teacher.
- I IMAGINE: cover a child's eyes and, using only their touch, he or she has to guess who the person in front of them is.

• I SPY WITH MY LITTLE EYE:the teacher describes a toy she or he sees saying color and size, students guess which toy it is.

These and other games can be used to introduce and practice vocabulary related to parts of the body and care for their own and their classmates' bodies.

Facilitate understanding of instructions related to games and rhymes using activities such as:

- Mimics: The teacher says or shows the image of the instruction and students have to mimic it (TPR).
- Charades: a student stands in front of the class and acts out the instruction given by the teacher, while the rest of the class guesses the answer in English.

These and other games can be used to introduce and practice vocabulary related to parts of the body and care for their own and their classmates' bodies.



DIMENSIONS Corporal Aesthetic

Communicative

Cognitive

ART

Use the different forms of art to prepare students for the task. You can have students:

- Make handcrafts with the vocabulary from the module, using different materials such as clay, plastecine, paint, different types of paper, saw dust, etc.
- Make a mural, with poster paper and a variety of materials, which represents student's favorite toys and games. Once they display them on the walls, students can use

labels to tag the games or actions in Enalish.

- Use music, for example, the songs suggested in the previous section, and movement to learn and practice the vocabulary.
- Use drama to represent possible situations that can happen in group games, which can put their physical integrity at risks. These representations can be done in Spanish or Creole as preparation for the main

Colombia Bilingüe MINEDUCACIÓN





DIMENSIONS Aesthetic Cognitive

Communicative

LITERATURE

Literature offers infinite resources to awaken student's interest and imagination. As preparation for the task, you can:

- Tell them stories in Spanish or Creole (or English, if appropriate) about body care or stories of traditional games in their context. These stories should always be accompanied by images and gestures. Afterwards, ask students to name in English the characters in the story.
- Use various strategies for students to interact with literature (e.g. a reading corner, organizing events in a story using images, a puppet show, etc.)
- Create big books, together with children, putting together several pieces of cardboard and building stories using cut outs, images, and different materials. In this module, for example, you can create a big book that shows the story below, to practice the vocabulary of body

parts and to count orally:

Sheet 1: Hello, I am Coco, the alien.

Sheet 2: I have 4 eyes, 1, 2, 3, 4.

Sheet 3: I have 6 legs, 1, 2, 3, 4, 5, 6 Sheet 4: I have 2 ears

Sheet 5: I love my planet

• Create a reading corner with books in English.

You can visit the webpages below to discover some downloadable literary resources to work with children. Remember that in this first module, stories should mainly have images and very little text (only words or very short phrases with simple language). This is the children's first encounter with literature in English:

Free kids books: freekidsbooks.org/ filter/Toddlers/date/ASC Kids English books (with mp3 audio): http://www.kidsenglishbooks.com/ Mini books to print and color: http:// www.dltk-teach.com/minibooks/



DIMENSIONES Corporal Socio-emotional Cognitive

EXPLORATION OF THE ENVIRONMENT

The environment offers various opportunities for stimulation and preparation for learning. You can, for example:

• Take students to the playground or patio and name the games that are there, as well as the norms they should follow when in recess for their own and their peers'

safety. This activity can be done in Spanish or Creole, Then, children can label the games, using labels provided by the teacher.

• Play traditional outdoor games, typical in their region, in order to prepare them for the topic of the module.

The following are some of the learning experiences in which students can get involved in this module. These integrate the dimensions and established pedagogical strategies:

Tag the parts of the body on a big human figure.



ECO: Student Booklet Unit 4 Lessons 3. ECO Poster: Posters Lili & Mike

- Create puppets to identify their parts in
- Jump on the different games studied, which may be distributed on the classroom's floor.
- Participate in corporal games where students show management of their body and laterality. This activity integrates with gross motor skills work. You can also use it to get children familiar with commands such as: hands up, jump, walk, etc.
- Order a sequence of events in a story, using visual aids. The story could be related to a child that loses a toy or that does not have any friends to play with. In order to do that, you can follow these steps:
 - Pre-listening: You can ask children in Spanish or Creole if they have ever lost a toy, how did they feel? Then, you can review the vocabulary of toys, using flashcards.
 - While listening: While children listen to the story, you can ask them to raise their hand every time they hear the name of a toy.
 - Post-listening: Ask children to illustrate an event from the story they just listened to. Finally, in small groups, give them cut outs with events from the story and ask them to put them in the order they happened.

Shape a human figure using clay or plasticine and based on their gender. At the end, children can label them using "I am a boy" or "I am a girl".



- Play "stick the parts of the body" to a big human figure with eyes covered. Review the vocabulary at the end.
- Classify images of appropriate and inappropriate actions in the playground or patio (e.g. pushing others, running on the stairs, waiting for their turn, etc.). Show the images with their label and ask students to repeat the action. Then, in small groups, children can associate the image with the corresponding phrase, and classify them in positive and negative actions.

EXPERIENCES

SUGGESTED LEARNING

rehearsed phrases in English. For example: Puppet A: Hello, my friends! My name is Pepito. I am a boy. Puppet B: Hello, hello! My name is Pepita. I am a girl. Puppet A: We play together and we take care of each other. Puppet B: We are happy!

Make puppets and do dramatizations, using

- Build a model of the playground and label the games.
- Make a very short oral presentation of their favorite game and toy. For example: Good morning. My favorite toy is a ball. It is round and blue.





INTEGRATED INTERCULTURAL TASKS AND PROJECTS: MY GAMES

The department of San Andres, Providence and Santa Catalina is characterized by the tradition of singing and playing of rhymes and games which have been passed down from generation to generation. The inclusion of typical rhymes and games from the department is an opportunity to teach language, the local culture and to generate significant learning opportunities.

The methodological route for rhymes and games includes a lot of repetition, and especially actions in which the children sing and dance at the same time. What follows is a methodological sequence of possible ways to approach the teaching and learning of rhymes and games.

 Recall the rhymes that are going to be used (Brown Girl in the Ring, The Flag) using pictures so that students can identify each rhyme Work on understanding instructions by associating them with images. Show the image and ask: *What is this?* Students will answer depending on the image: make a circle...

- Repeat the instruction and ask students to do the action to make sure they recognize the instructions.
- Allow students to practice the rhymes in the classroom or in the school's playground.

During this module, students will begin to create an album that represents the different local rhymes worked on in class. This album should be finished by the end of module 2. In this module, they should work on pages 2 and 3 of the album, as follows:

half a sheet with the flag of San Andres, Providence and Santa Catalina. Tell the students: "Please, color the flag" Ask some of the students: What flag is this? Help the students to recycle the response: This is the flag of...Ask the other children: What color is the flag? Help the students to recycle the response: It's yellow, blue, red / It's blue and white

Present the game "The Flag". Ask if the students know the game and sing the verses with them once or twice so that they will recognize it.

Teach them the verses for the game through repetition:

The Flag Care the flags, care the flags, Care the flags in your hands.

Teach the group how to play. Support this by using images which show the activity to be played:



These are the instructions for the game:

- 1 These are the instructions for the game:

 Make two lines with the same number of students
- 2 Put a flag in the center
- **3** Get the flags: Teacher shouts: "Get the flags"
- 4 Run: The first student in each line runs to collect the flag and then they must return to their line before their opposite number catches them.

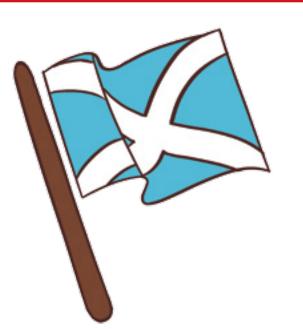
Work on the understanding of the instructions by using the images. Show the image and ask: *What is this?* Encourage the students to respond in English.

Repeat the instructions and ask that they do the action until you are sure that they understand and recognize it.

End the class by playing the game in English with the students, preferably in the playground or in an open area. This game could then be used in later classes to either begin or end the class.

Once they have finished with the game, ask students to work on the second page of their games and rhymes album. (the first page will be done after module 2). Ask students to draw and color the flags of San Andres, Providence and Santa Catalina and Colombia.

PAGE 2: GAME 1: THE FLAG



Bring into the class a flag of Colombia and one of San Andres, Providence and Santa Catalina. Choose one of the flags and ask: *What is this?*

When one of the students says the word "flag", say the expression: *This is a flag.* Write it on the board and have the students repeat the expression.

Show the students one of the flags and ask them: *What color is the flag?* In this manner, the colors can be reviewed. The children may say simply the color: yellow, blue, red. Make the most of this opportunity to teach them the complete sentence: *It's yellow, blue, red / It's blue and white*

Ask: What flag is this?

If the students cannot recognize it, state in English: This is the flag of Colombia. This is the flag of San Andres, Providencia and Santa Catalina.

Divide the class in two groups. Give half of the students a sheet with the flag of Colombia to color and give the other





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PAGE 3: RONDA BROWN GIRL IN THE RING

Work on this rhyme will require various class periods. Show images related to the rhyme.

Ask if they know which rhyme it is. If none of the students say the name, tell them: This is brown girl in the ring. It is recommened to use audio or video to familiarize the students.

Teach the first two verses of the rhyme, line by line. Ask the students to repeat the verses until they learn them:

Brown Girl in the Ring
Brown girl in the ring, tra la la la la
There is a brown girl in the ring, tra la la la la la
Brown girl in the ring, tra la la la la
For she looks like sugar and all like plum

Show me your motion, tra la la la la Then you show me your motion, tra la la la la Show me your motion, tra la la la For she looks like sugar and all like plum

Teach the students how to play the rhyming game. Support this by using images which show the activities needed.



These are the instructions for the game:

- Make a circle: Make a big circle and have the students hold hands.
- Select a Brown Girl/Boy in the ring: Choose a boy or girl to be the brown girl/boy in the ring
- Stand in the middle of the circle: Ask the chosen boy/ girl to stand in the middle before you begin the rhyme.
- Jump around the circle: When you begin to sing the rhyme, the boy or girl that is in the middle begins to jump around the circle.

Put your hands on your sides and Move your hips:

When the students sing: "Show me your motion", the student in the middle must put his/her hands on his/her waist and move his/her hips from side to side.



Work on the understanding of the instructions by associating them with images. If possible in the next class, teach the next verses in the rhyme.

You skip and cross the ocean, tra la la la la Then you skip and cross the ocean, tra la la la la la You skip and cross the ocean, tra la la la la For she looks like sugar and all like plum

You wheel and take your partner, tra la la la la Then you wheel and take your partner, tra la la la la la You wheel and take your partner, tra la la la la For she looks like sugar and all like plum



Explain that when they sing: "Wheel and take your partner", the student in the middle must choose a partner and invite him/her to come into the middle and be the new Brown Girl /Boy in the ring")

Sing all of the rhyme. Take the students to the playground so they can all play the rhyme together. After, divide the group into two circles and give the instructions so that they

can play the rhyme.

Once the have finished with the rhyme, ask students to work on the third page of their games and rhymes album. Ask them to draw and color or decorate a Brown girl in the ring.

When finishing this first part of the TPII, students should have completed two pages of the album









In this stage, students can carry out projects to consolidate learning, as well as processes of selfand co-evaluation.

- Suggested final project: Create a collective agreement of norms for body care and safety when they are playing (Do's and Don'ts). This could have statements like:
 - •Don't push other students
 - •Don't run on the stairs
 - Take care of your body
 - Wait for your turn

SOCIALIZATION OF EXPERIENCES

Evaluate the module with the class by asking them questions, such as: What activities did you enjoy the most in this module? What did we learn? What do you need to review? What did you learn about your culture? etc

> The suggestion is doing this part in Spanish or Creole depending on the predominant mother tongue in the classroom, since it addresses the development of student's metacognitive strategies.



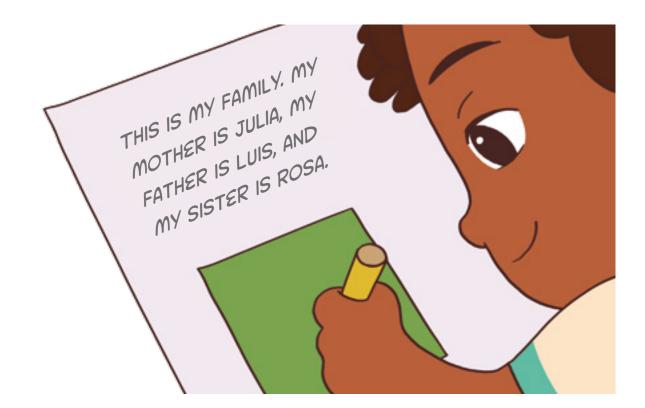
- A. Open and unstructured observation: this can be done especially at the beginning of the module and of every lesson, in the pre-task stage, with the aim of discovering the needs, interests, and difficulties students may have in relation to the suggested topics or tasks. This can inform teachers of the pedagogical strategies they may use throughout the task.
- following questions:
- Is there any preference for a specific game in my class or of a particular student?
- Which aspects of students' interactions favor vocabulary learning or skills development?
- Was there any activity that had particular impact in student's learning?

Why could this be?

- Is there any particular behavior that has caught my attention during the development of the tasks?
- Pedagogical active listening: the suggestion is to open daily conversation spaces with students, in Spanish or Creole, to listen to their opinions about the learning experiences suggested and the topics that were studied. Especially, it is important to approach the 'know to **B.** Selective observation through the be indicators through this strategy.

Follow-up instruments

- a. Anecdotal records
- b. Observation notes
- **c**. The travelling notebook
- **d**. Commented photo albums
- e. Exhibitions and collections of work done by students



- Suggested tasks in this module are flexible and allow adaptation to the diverse national contexts. It is left to the teacher's criterion to implement the activities which may be relevant and stimulating for students. Similarly, the teacher can decide what activities could not be covered based on the number of teaching hours per week or students' level.
- It is important to highlight that the suggested tasks for transition are meant to be easily integrated to that level's curriculum, therefore providing more flexibility for implementation. The suggested tasks can
- contribute, for instance, to the development of fine and gross motor skills, as well as the dimensions for a preschool student's holistic development.
- This module will be the children's first approach to English. Therefore, teachers should develop the contents progressively, making special emphasis on listening skills, and students' nonverbal response to the given stimuli in the foreign language. Teachers should closely follow-up their learning, respecting their learning pace.





So, what can

SUGGESTED SYLLABUS

MODULE 2

SUGGESTED TIME: GOAL:

27-36 hours per academic term

Express emotions and moods in English, and associate them to family situations and other activities such as games and rhymes from the department.

LEARNING SITUATION: I SHARE MY EMOTIONS

The purpose of the learning situation suggested for module 2 is for children to explore and recognize their emotions and mood, which can be associated to daily life situations that may usually cause such emotions; and for them to express them in English. The suggested experiences aim

to contribute to children's emotional education so that they can start to self-regulate the expressions of those emotions. This way, self-awareness, recognition and respect for other people's feeling, as well as family and school relations are strengthened.

PERFORMANCE INDICATORS

KNOW

Identifies vocabulary and very simple phrases used to talk about emotions and mood.
 Recognizes vocabulary related to living together

situations.

DO

- 1. Expresses their mood with previously studied phrases.
- 2. Follows simple instructions related to classroom relationships.
- Answers simple, previously studied, questions about their feelings.
- 4. Follows instructions related to games and rhymes from the department.

 Recognizes that their mood can influence their behavior.
 Respects others'

space.

BE

21st Century Skills

Knows when it is appropriate to talk and when to listen.

LEARN

Learning strategies

Uses gestures to represent words in English when they don't remember them.



SUGGESTED CONTENTS

VOCABULARY

Adjectives to express emotions:

Happy, excited, surprised sad, scared, tired

Colors

Review: yellow, blue, red, green, white, black.

Introduce: green, orange, purple, pink.

Position

Up-down

Materials

Plastecine, clay, paint, paper.

Actions

Walk, jump, dance, pinch, wheel, drop

Numbers

4 and 5

Expressions

I am... (happy) I feel... (sad)

Grammar

Are you...?
Yes, I am / No, I'm not
How are you?
How do you feel?

Imperatives:

stand up / sit down / color, etc.)

English in Practice

How do you feel today?
I feel happy
How are you today?
I am happy

Sociolinguistic/ Intercultural

Recognizing their own and others' emotions

Establishing positive relationships.



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METHODOLOGICAL AND ASSESSMENT SUGGESTIONS



This section presents a set of methodological suggestions for Transition, taking into consideration the pedagogical strategies, as well as the dimensions for a student's holistic development.

For this module classroom setting, you can:

Decorate the classroom with images of students showing different emotions, with their corresponding label.

MANAGE THE LEARNING ENVIRONMENT

Display posters with students with different physical characteristics. You can include images of students with special needs (visually impaired, in a wheelchair, etc.), as well as from different ethnic and social groups, and geographical contexts, to raise awareness of diversity.



Bunny Bonita Poster and Flashcards How do you feel?

Find songs related to the topic of emotions. Some options can be:

If you're happy: www.youtube.com/watch?v=l4WNrvVjiTw

- Emotions: www.youtube.com/watch?v=zEk48QQSPo4
- How are you?: www.youtube.com/watch?v=fMR8Hr9Xby4
- Have an "emotion chart" with students' names on it. Every day, they can display their emotions or mood at different times of the day using images or labels such as: happy, sad, excited, hungry, tired.
- Create a class warm-up and wrap-up routine related to games and rhymes from the department.



DIMENSIONS Corporal Socio emotional Cognitive Communicative

GAMES

Create a starting routine for students, which involves the expression of emotions. For this, you can use games such as:

- EMOTION BINGO
- EMOTIONS DOMINOES
- CARDS: Students sit in small groups, around a pile of cards with emotions for a die that shows a different emotion on each side). Each child takes a cards and names the answer in English. emotion.

These and other games can be used to introduce and practice vocabulary related to emotions, their causes and consequences.

Facilitate understanding of instructions related to games and rhymes using activities such as:

- Mimics: The teacher says or shows the image of the instruction and students have to mimic it (TPR).
- Charades: a student stands in front of the class and acts out the instruction given by the teacher, while the rest of the class guesses the



DIMENSIONS Corporal Aesthetic Cognitive Communicative

Use the different forms of art to prepare students for the task. You can have students:

- Make handcrafts with the vocabulary from the module, using different materials such as clay, plastecine, paint, different types of paper, wood dust, etc.
- Make a mural, with poster paper and a variety of materials, which represents student's emotions. Once they display them on the walls, students can use labels to tag them.
- Use music, for example, the songs

suggested in the previous section, to learn and practice the vocabulary.

- Charades: A child stands in front of the class and represents an emotion given by the teacher; the classmates guess and name the emotion.
- Mirror: Students stand face to face and imitate the expression/emotion of the partner in front of them. This activity can help strengthen children's relations.
- Expose the students to the rhyme or game through the use of a video or audio which they will associate with the rhyme or activity.

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DIMENSIONS

Aesthetic Cognitive Communicative

LITERATURE

Literature offers infinite resources to awaken student's interest and imagination. As preparation for the task, you can:

- Tell them stories in Spanish or Creole (or English, if appropriate) about different situations that cause different emotions in people. These stories should always be accompanied by images and gestures.
- Use various strategies for students to interact with literature (e.g. a reading corner, organizing events in a story using images, a puppet show, etc.).
- Create big books, together with children, putting together several pieces of cardboard and building stories using cut outs, images, and different materials. In this module, for example, you can create a big book that shows the story below, to practice the vocabulary of emotions:

Sheet 1: Hello, my name is Gina (draw a girl in her room)
Sheet 2: I am very happy (show her with a happy face)
Sheet 3: Music makes me happy (draw her enjoying music)
Sheet 4: My family makes me happy (draw her with her family)
Sheet 5: My friends make me happy

(draw her with her school friends)
Sheet 6: Sometimes I feel sad (draw her sad)

Sheet 7: Yelling makes me sad (draw an adult shouting)

Sheet 8: Sometimes I feel tired (draw her tired)

Sheet 9: Running makes me tired (draw her running)

You can add other feelings and emotions to the story throughout the module.

• Create a reading corner with books in English.

You can visit the webpages below to discover some downloadable literary resources to work with children. Remember that in this module, stories should mainly have images and very little text (very short phrases with simple language):

Free kids books: freekidsbooks.org/ filter/Toddlers/date/ASC Kids English books (with mp3 audio): http://www.kidsenglishbooks.com/ Mini books to print and color: http:// www.dltk-teach.com/minibooks/



DIMENSIONS

Corporal Socioemotional Cognitive

EXPLORATION OF THE ENVIRONMENT

The environment offers varied opportunities for stimulation and preparation for learning. You can, for example:

• Take students to walk around school and play detective to discover emotions that people around them are showing. Students can keep a detective journal or notebook, drawing the emotions they see, or using stickers of emotions or pictures given by the teacher. When

back in the classroom, children can put the names to the emotions with the help of the teacher.

- Ask students to observe around the school and their neighborhoods what games and rhymes are played, and to ask their parents or relatives about the games and rhymes they used to play when they were children.
- Take the children to play rhymes and games in an open area.



Inclusion: If you have children with special needs, adapt this activity so that they can all participate.



Colombia Bilingüe

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The following are some of the learning experiences in which students can get involved in this module. These integrate the dimensions and established pedagogical strategies:

- Tag different emotions on big human figures.
- Jump on faces showing different emotions, which may be distributed on the classroom's floor, when the teacher mentions them.
- Do different fine motor skills activities related to the topic of the module (e.g. redrawing, coloring, punching, cutting, etc.). Make special emphasis on listening tasks and repetition of the vocabulary while children do the activities.
- Order a sequence of events in a simple story related to the topic of the module, using visual aids, after being told by their teacher or in a video. In order to do that, you can follow these steps:
 - Pre-listening: You can show images of different emotions and ask children to name them in English. You can also ask them to talk to their classmates about situations in which they feel happy, sad, excited, etc.

SUGGESTED LEARNING EXPERIENCES

- While listening: While children listen to the story, you can ask them to imitate the emotion that is being mentioned in the story.
- Post listening: Ask children to illustrate one event from the story they just heard. Finally, in small groups, give them cut outs with events from the story and ask them to put them in the right order.
- Mold faces using clay or plastecine, according to the emotion the teacher mentions. Then, children can work in small groups to ask and answer questions, like this: A: How do you feel? B: I feel happy! / I feel sad
- Classify emotion images into positive or negative categories. Then, take turns to name them in English.



- Make puppets and do dramatizations, using rehearsed phrases in English. For example: Puppet A: Pepita, how do you feel? Puppet B: Pepito, I feel bad. I am sick
- Create an emotions album, using photos or images from magazines. Children can also put together the names of the emotions in English by cutting out the letters from magazines, following a model given by the teacher.

Puppet A: Oh no. Please, feel better!

- Associate daily life situations with emotions (e.g. earthquake - scared; birthday - happy, etc.). Then, children can work in pairs, one of them shows the situation and the other names the emotion that this situation causes.
- Watch some cartoons and analyze the feelings shown by the characters. Complete an emotions table (similar to the detective activity they did in the stage of exploration of their surroundings), in which they write the name of the character and they draw (or paste) the emotion. If it is possible for them, they can have a third column where they write the emotion in English.



- Design emotion lotteries and then play in small groups. Children cover the images as the teacher mentions an emotion they have on their card.
- Complete empty faces on a worksheet, based on the emotions mentioned by the teacher.

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MINEDUCACIÓN

Colombia Bilingüe





INTEGRATED INTERCULTURAL TASKS AND PROJECTS: MY GAMES

These activities continue with the exploration of games and rhymes typical of the department with the purpose of creating an album called: "My Games". In module 1, students worked on two pages of the album related to the game "the flag" and the rhyme "Brown Girl In the Ring". In this module, they will work on two more pages and the cover of the album. They will also recycle content from modules 1 and 2.

The methodological route for rhymes and games includes a lot of repetition, and especially actions in which the children sing and dance at the same time. The rhymes here suggested are not necessarily consecutive. The teacher may use them in the order he/she feels is most appropriate for his/her context. What follows is a methodological sequence of possible ways to approach the teaching and learning of rhymes and games.

- Recall the rhymes practiced in module 1 (Brown Girl in the Ring, The Flag) using pictures so that students can identify each rhyme.
- Create a routine for the beginning or end of classes

so that students can remember previous rhymes and games and practice the rhyme of the day.

Work on understanding instructions by associating them with images. Show the image and ask: *What is this?* Students will answer depending on the image: make a circle...

- Repeat the instruction and ask students to do the action to make sure they recognize the instructions.
- Allow students to practice the rhymes in the classroom or in the school's playground.
- Once the activity has finished, return to the classroom and ask the students in English: How do you feel now? In this way they can recycle how to express feelings in English.
- Ask volunteers to respond using the phrase: I feel... (happy, sad, bored, tired)
- Ask the students to draw in their notebook a face that shows how they felt during the activity. Ask for volunteers to show their face and express how they felt using the phrase: I Feel...

After each rhyme, students should work on their album pages, as follows:

PAGE 4: JANE AND LUISA RHYME

Begin the class by playing The Flag or singing Brown Girl in the Ring and ask students what the images mean.

Bring in an image which represents the children's rhyme: Jane and Luisa. Example:

Ask who knows the rhyme and sing it once with them to familiarize the students with the music and rhythm. Teach the rhyme verse by verse. In the first class, work with the first two verses. In the following class, review the first two verses and teach the last two verses. Ask the students to keep repeating it until they know it.



Jane and Luisa
Jane and Luisa will soon come home
They will soon come home
They will soon come home
Jane and Luisa will soon come home
Into the beautiful garden.

Then they will ask them to walk around Just to walk around, walk around Then they will ask them to walk around Into the beautiful garden.

Then they will ask them to jump around Just to jump around, jump around Then they will ask them to jump around
Into the beautiful garden.
...pinch arounddance aroundwheel around

Teach the group how to play the rhyme. Support them with images of the how to play:

Walk around. Jump around Dance around

Instructions for playing the rhyme:

- Make a circle: Make a big circle with the students holding hands but leaving the space for the door.
- **Select Jane and Luisa:** Choose two students to be Jane and Luisa.
- 3 Stand in the middle of the circle: Ask Jane and Luisa to stand in the middle of the circle before beginning the rhyme.
- Walk around the circle: When you begin singing the rhyme, Jane and Luisa escape the circle through the space left as a door and follow the action which the group is doing.

Jane and Luisa touch two classmates from the circle who become the new Jane and Luisa and the rhyme begins again.

Review the song with the students until you are sure that all of them know its words and actions. Take the group to the school playground and play the rhyme Jane and Luisa. Play with all the group together first and model the correct way to do it. After, divide the group up into smaller groups and have them play among themselves. Use images with the instructions to organize the activity.

Once the activity has finished, return to the classroom and ask the students in English: **How do you feel now?** Remind them of the options by drawing a face on the board with an appropriate phrase written below so that the students recognize the feelings.

I Feel... **
HAPPY







Work on the pronuciation of the words and ask some volunteers to respond using the phrase: *I feel*...

Hand the students a sheet of paper with the facial expressions and ask them to color in the face which shows how they felt in the activity.

Once they have finished with the rhyme, ask students to work on the fourth page of their games and rhymes album. Ask them to draw and color Jane and Luisa.

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PAGE 5: THE LETTER RHYME

To contextualize this rhyme, take a letter to class and ask the group: *What is this?*

Encourage them to use the expression: This is a... letter.

Ask the students if they know what a letter is. This stage can be done using Spanish, English or Creole to help achieve the objective.

Ask the group if any of them know the rhyme called "The letter" and sing it with them once so they may recognize it. You could also tell some personal stories that you have in relation to the rhyme (when, where and with whom you played it). Use the mother tongue to help understanding.

Teach the rhyme verse by verse. Ask the students to continue repeating it until you are sure that they know it:

The Letter
I drop a letter around the ring
I drop a letter around the ring
Close your eyes, close your eyes
Fold your hands, Fold your hands
Jump, jump, jump a way round the ring



I drop a letter around the ring I drop a letter around the ring.

Teach the group how to play the rhyme. Support this by using images used in previous rhymes and newer images to show the actions used when we play this rhyme:

Jump around Drop a letter. Run

Instructions for playing this rhyme:

- 1 Make a circle.
- **Select one person:** Choose a student that will be out of the circle with the letter in their hand.
- Jump around: When you begin singing the rhyme, the student with the letter begins to jump up around the circle.
- **Drop a letter:** At some point the student should drop the letter behind one of his classmates.
- 5 Run

Whoever is last taks the letter and so begins the rhyme again.

Work on the understanding of the instructions by associating them with the images. Show the image and ask: *What is this?* The students respond in accordance with the image: *drop a letter...*

Repeat the instruction and ask that they do the action until you are confident that they understand the instructions. Review the rhyme until all of them know how to sing and do the correct action.

Take the students to the playground or an open space in the school grounds and play the rhyme with everyone. Play with the whole group and then divide the class up into smaller groups and have them practice among themselves.

Hand the students a sheet of paper with the parts of the body drawn on it. Ask the students to color in the parts of their body they used in the game.

Ask for some volunteers to show their drawing and mention the parts of their body which they used using the phrase: *I used my...*

Once they have finished with the activity, ask students to work on the fifth page of their games and rhymes album. Provide the students with a sheet of paper and make an origami envelope with them. Ask them to color or decorate the envelope as they wish and paste it on the album.

CLOSING ACTIVITY: RALLY RHYME

In the following class period and as a TPII closing activity, it is suggested to play a rhymes' rally with the group. The objective of this activity is to practice all the rhymes learned.

Begin by showing the images related to each of the rhymes to check that each student remembers the image and what it represents. Ask the students: *Who is this?*

The children should respond with the name of each rhyme. If they cannot do this, give clues so that they remember the rhyme represented by each image. You may even hum the rhyme so they remember.

Divide the group into 4 different teams and give each team the image of a rhyme so that they can practice with their group. *Now, Let's play*

- Ask each group: What's your game? Each group responds with the name of their rhyme.
- Bring the students outside the classroom to a part of the school grounds which has enough space for the activity and prepare 4 different areas with each one showing the image of the particular rhyme which will be practiced there.
- Ask the four teams to go to one of the areas and play the rhyme which is indicated by the image.
 When the whistle goes they should change their

area and do the rhyme which is represented at the next area.

- Once the circuit is finished, return to the class-room and give each student a guide with a table to color or mark the drawing of the option it corresponds to. It is recommended to use drawings which they have seen before to help them recognise what each drawing represents, the images of the rhymes, the faces to show feelings and the body parts which were covered for example. Read the three phrases in English and review what each image represents. Explain that they must color or mark the option which corresponds to their answer.
- My favorite game is ... To indicate this, they should color or mark the image of the rhyme they like the most
- I feel... To indicate this they should color or mark the face which demonstrates how they feel for each rhyme.
- I used my in the game To indicate this they should color or mark the part of their body they used in each rhyme.

Once they have finished the rally, ask students to work on the album cover. Ask the to draw the rhymes and decorate them as they wish using colors, clay, etc.





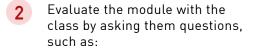






In this stage, students can carry out projects to consolidate learning, as well as processes of self- and co-evaluation.

Keep a record of the emotions they feel during a week (or more), in an emotions diary, with the help of their parents. The teacher can prepare a worksheet with images and names of the vocabulary and send it home. With the help of their parents, children can illustrate the emotion and the situation that caused that emotion. Sharing it with the teacher or classmates can be optional.



- What activities did you enjoy the most in this module?
- What did we learn? What do you need to review?
- What game or rhyme from the island did you learn? etc.

The suggestion is doing this part in Spanish or Creole depending on the predominant mother tongue in the classroom, since it addresses the development of student's metacognitive strategies.

MECHANISMS TO FOLLOW-UP STUDENT'S HOLISTIC EDUCATION

- **a**. Open and unstructured observation: this can be done especially at the beginning of the module and of every lesson, in the pre-task stage, with the aim of discovering the needs, interests, and difficulties students may have in relation to the suggested topics or tasks. This can inform teachers of the pedagogical strategies they may use throughout the
- **b.** Selective observation through the following questions:
- Is there any preference for a specific game in my class or of a particular student?
- What aspects of the students' interaction favor vocabulary learning or skills development?
- Was there any activity that had particular impact in student's learning? Why could this be?
- Is there any particular behavior that has caught my attention during the development of the tasks?

c. Pedagogical active listening: the suggestion is to open daily conversation spaces with students, in Spanish or Creole, to listen to their opinions about the learning experiences suggested and the topics that were studied. Especially, it is important to approach the 'know to be' indicators through this strategy. In this module, you can talk to students about how certain situations can cause specific emotions and what to do to control them.

Follow-up Instruments

- a. Anecdotal records
- **b.** Observation notes
- **c.** The travelling notebook
- **d**. Commented photo albums
- e. Exhibitions and collections of work done by students



- Throughout this module, teachers find suggestions that are flexible and adaptable to their particular teaching context. As it develops, teachers can adopt, from each stage, the recommendations that are significant to their students, and dismiss the ones that, due to time constraints or children's characteristics, may not be relevant or realistic. This can be done as long as they take into consideration the suggested learning sequence, that is, starting with with a socialization stage.
- The recommendation is to select activities that will help students achieve the ploration of their surroundings.

- skills, objectives and goals suggested in the module, as well as children's human development. The emphasis in this module is still children's oral comprehension, considering their learning pace before demanding oral production.
- For this module in particular, the implementation of the activities starts with the recognition of children's emotions. Therefore, this module can be very significant and can be enriched with what a preparation stage, to follow with more the teacher can explore with his or her specific tasks in English, and finishing students. This can be done through the diverse suggestions that incorporate areas such as fine and gross motor skills, and art, game, literature, and ex-

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SUGGESTED SYLLABUS

MODULE 3

SUGGESTED TIME: GOAL:

27-36 hours per academic period

Recognize, visually and orally, simple actions for taking care of the environment in their house and classroom.

LEARNING SITUATION: I CAN TAKE CARE OF MY WORLD!

Module 3 suggests a learning situation that revolves around experiences that promote the recognition of the environment that surrounds children and encourages them to think about and express actions for its care and preservation. Children's participation in this learning situation fosters attitudes and values of collaboration with others to achieve a common goal that has implication for the global

community. The experiences suggested connect to strengthen values of respect for themselves and other living beings that share planet Earth. They also allow children to engage in actions they can take even at home or school. Through these experiences that stimulate creativity, exploration, scientific spirit, and imagination, this module seeks to contribute to children's holistic education.

PERFORMANCE INDICATORS

KNOW

- 1. Recognizes vocabulary related to domestic and wild animals.
- 2. Identifies expressions to talk about what they can or cannot do.
- 3. Recognizes vocabulary related to elements of the natural landscape. 4. Identifies orally words and short phrases to

describe body actions.

- DO
- 1. Expresses what they can or cannot do. 2. Names elements of their immediate environment.
- 3. Understands short simple sentences about the environment, supported by images. 4. Answers simple, previously studied, questions about the topic of the module.

BE

- 1. Performs actions to take care of their environment, like throwing garbage in the garbage can or recycling.
- 2. Works with others to take care of the environment.

LEARN

Listens attentively to understand the meaning of what they hear.

Learning strategies Relates new information in the foreign language with previous notions.

21st Century Skills



SUGGESTED CONTENTS

VOCABULARY

Animal classification

Wild – domestic- aquatic- land

Animals:

Dog, cat, rabbit, fish, turtle, cow, bull, goat, donkey Jaguar, snake, pink dolphin, monkey, parrot, bird

Note: Use the animals that are known in children's context, or the ones they like the most.

Numbers

11 - 15

Natural landscape

Tree, stem, leaf, flower, fruits, Sea, sea life, palm tree, waves, coral reef, sun, island, fireflies, coconut tree, sky

Parts of the house

Living room, kitchen, bedroom. bathroom, dining room

School places

Classroom, patio, office, playground, library

Position

Left - right

Actions

Jump, fly, crawl, eat, swim, grow, stomp Pick up the trash Throw garbage in the can Litter Put away

Expressions

I like... I don't like I see (I see two dogs; I see 4 chairs; I see 2 trees on the right)

Grammar

Can . can't Birds can fly I can't swim What's that?

Imperatives class instructions

English in practice

A snake can crawl A bird can fly An elephant can stomp I see 2 trees on the right The living room is on the left

Sociolinguistic/ Intercultural

Making decisions and personal actions for environmental care.

Knowing the difference between right and wrong.

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METHODOLOGICAL AND ASSESSMENT SUGGESTIONS

For this module classroom setting, you can:

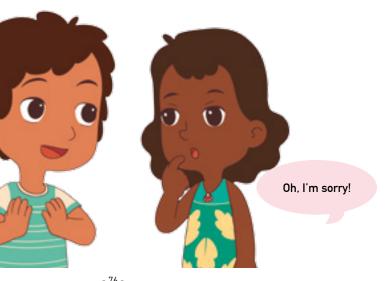
- Decorate the classroom with images of natural settings (sea life, farm life, forest, etc.)
- 2 Bring to the classroom items that represent the island.
- Display posters with students with different physical characteristics. You can include images of students with special needs (visually impaired, in a wheelchair, etc.), as well as from different ethnic and social groups, and geographical contexts, to raise awareness of diversity.
- Display posters of clean and organized house and school environments.

I'm sick.

MANAGE THE LEARNING ENVIRONMENT

Find songs related to the topic of environmental care and nature. Some options can be:

- -Cartoon on recycling: www.youtube.com/watch?v=KP6Ww1p0BtI
- Clean up song: www.youtube.com/ watch?v=oY-H2WGThc8
- Tidy up son: www.youtube. com/watch?v=09xVBLgqgfY
- Let's go to the zoo: www.youtube. com/watch?v=0wRmivbNgQk
- Walking in the jungle: www.youtube.com/watch?v=GoSq-yZcJ-4
- The animals on the farm: www.youtube.com/watch?v=zXEq-Q03xTg
- Old McDonald had a farm: www. youtube.com/watch?v=lWhq0RImND0





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DIMENSIONS

Corporal Socio emotional Cognitive Communicative

GAMES

Create a starting routine for students, around the module's topic. For this, you can use games such as:

- Old McDonald had a farm: Students imitate animal sounds and learn the vocabulary about animals.
- Animal and plant lottery. Children cover the images the teacher shows while he/she mentions the name in English.
- Guess the animal: using simple descriptions or sounds.
- Put the donkey's tail (or any other animal). You can change the animal every day so that children practice a different animal per day. Some animals you can use are:

dog, cat, rabbit, etc. You could also change the part of the body they will stick to the animal: tail, nose, eyes, mouth.

• What animal am !? Each child has an image of an animal on his or her back, which he or she needs to guess with hints from teacher or classmates. The hint can be the animal's sound and children need to say the name in English.

These and other games can be used to introduce and practice vocabulary related to the module's topic.



DIMENSIONS Corporal

Aesthetic Cognitive Communicative

ART

Use the different forms of art to prepare students for the learning experience. You can have students:

- Encourage learning songs from the island.
- Sing as a group. Ask students to mimic the vocabulary word when they hear it or to show the image when they listen to the word in the song
- Create a collage of the island using cut outs or model the island using clay.
- Make handcrafts with the vocabulary from the module, using different materials such as clay, plastecine, paint, different types of paper, wood dust, etc. You can reinforce pronunciation of vocabulary while children work on their handcrafts. At the end,

they can label them in English.

- Make a mural, with poster paper and a variety of materials, which represents the different elements of nature studied in the module.
- Once they display them on the walls, students can use labels to tag them.
- Use music, for example, the songs suggested in the previous section, and movement to learn and practice the module's vocabulary.
- Do face paintings with different animals or nature elements. At the end, students can go to the board and introduce themselves with the name of the animal: I am a cat, dog, etc.
- Design animal masks or head bands in the form of animals. Use the activity to practice the vocabulary.









DIMENSIONS

Aesthetic Cognitive Communicative

SETTING OF LEARNING EXPERIENCES

LITERATURE

Literature offers infinite resources to awaken students' interest and imagination. As preparation for the task, you can:

- Read stories of Anancy in Spanish, English or Creole to contextualize the themes and emphasize awareness of the environment and the importance of keeping it clean. These stories should always be accompanied by images and gestures.
- Use various strategies for students to interact with literature (e.g. a reading corner, organizing events in a story using images, a puppet show, etc.)
- Create big books, together with children, putting together several pieces of cardboard and building stories using cut outs, images, and different materials. In this module, for example, you can create a big book that shows the story below, about environmental care at home and at school:

Sheet 1: Good morning, kids! I am Karina

Sheet 2: I love my school

Sheet 3: I take care of my classroom

Sheet 4: I pick up the garbage

Sheet 5: I throw paper in the trash can

Sheet 6: I clean my desk

Sheet 7: My friends help too

Sheet 8: They pick up the garbage

Sheet 9: They throw paper in the trash can

etc.....

• Create a reading corner with books in English.

You can visit the webpages below to discover some downloadable literary resources to work with children. Remember that in this module, stories should mainly have images and very little text (short phrases with simple language). You can increase the number of words and phrases as they progress through the modules: Free kids books: freekidsbooks.org/filter/Toddlers/date/ASC Kids English books (with mp3 audio): http://www.kidsenglishbooks.com/Mini books to print and color: http://www.dltk-teach.com/minibooks/



DIMENSIONS

Corporal Socio-emotional Cognitive

EXPLORATION OF THE ENVIRONMENT

The environment offers various opportunities for stimulation and task preparation:

- Ask students that with their parents' help, walk around their surroundings and observe animals and features characteristic of the island
- Take students for a walk around school and keep records with drawings of interesting things about the environment that surrounds them

(plants, animals, etc.). When back in the classroom (or as homework), children can find out the name of the elements they drew.

• Take them to play the role of environmental inspectors, to detect actions that threaten the tidiness and safety of their school environment. When back in the classroom, children can illustrate those actions and display them around the classroom's walls.







- Tag the names of nature elements, parts of the house, or places in the schools on big pictures.
- Create tags for their house and places in the schools.
- Create a board of duties to complete at home. On the board, children can cut out and paste images of different tasks they need to/ or could do at home (clean the room, pick up the trash, wash dishes, etc.). With their parents' help children check the tasks they do every day. After a while (a week, for example), children bring the board from home and share it with classmates. You can use this activity to review the vocabulary of duties in English: pick up the trash, clean my room, etc.
- Do different motor skills activities with the topic of the module (e.g. redrawing, coloring, punching, cutting, etc.). Review the vocabulary while doing these activities.



Didactic idea: When you suggest listening or reading activities, remember to follow the sequence of pre/ while/ post. This way, you will get children's attention, readiness, and comprehension of the story.

- Order a sequence of events in a story about the topic of the module, using visual aids, after listening to it from their teacher or a video. To do that, you can follow these steps:
 - Pre-listening: You can ask children to think about and say in Spanish or Creole what they think the story can be about, using the title and some images. Then, you can review the vocabulary of the module, using flashcards.

- While-listening: While children listen to the story, you can ask them to touch their head as you mention an action related to the environment.
- Post-listening: Ask children to shape a character from the story, using plastecine.

Finally, in small groups, give them some cut outs from the story and ask them to put them in the order they occurred.

- 6 Recreate the germination cycle of a bean.
- 7 Classify images of negative and positive environmental actions.
- 8 Create an illustrated album of environmental care. Every day, children can draw or paste at home, an action they can do to take care of the environment at home and at school. When they go to the school, the teacher will help them write the action in English.
- Watch cartoons or the extract of a film with environmental content and complete a table with the actions they see. The objective of this activity is that, even when the input is in Spanish, children can use it as a pretext to learn English. In this case, they will complete the table in English. For example, images of:

Cleaning up	YES	N0
Littering	YES	NO
Recycling	YES	N0

Make a collage with elements of nature (e.g. animals and their habitat). At the end, children practice the vocabulary in English. They can also practice some phrases in English about environmental care at home or school. For example: don't throw garbage on the floor. The collages and phrases can be distributed around school.

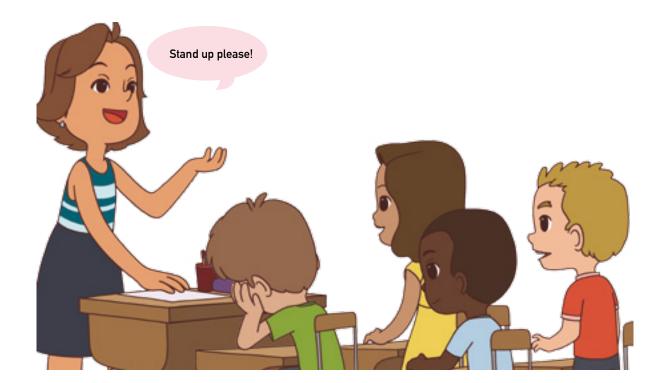


Didactic idea: If you have a large class, organize them in small groups (or tables) for this activity. This way, you can save time and keep them busy. Assign some roles in each group for the "show and tell".

Prepare a "show and tell" session where students can present some of their work in the module, saying simple, previously studied, words and phrases.

Create an illustrated story with animal abilities. Each page can show what a different animal can or cannot do (e.g. an elephant can stomp. It can't fly). At the end, they can include a picture of themselves showing something they can or cannot do (e.g. I can walk. I can't swim)

SUGGESTED LEARNING EXPERIENCES



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MINEDUCACIÓN

INTEGRATED INTERCULTURAL TASKS AND PROJECTS: OUR OWN FESTIVAL

This TPII aims to recreate a local carnival in the classroom. In this module, the students will start recognizing their surroundings using clay to create a model of the island and its natural elements. Then, in module 4, students will ask their family about carnival traditions and will recreate their own carnival in the classroom. What follows is a methodological sequence of possible ways to approach the creation of the clay model.

Start the class by contextualizing the theme through images which are related to the vocabulary found in the song: Take me back to my San Andrés (sea, palm, waves, coral reef, sun, island, fireflies, coconut tree, sky)

Ask the students: *T: What is this?* Ss: This is a...

Show a photo of the map of San Andres, Providence and Santa Catalina and ask again: What is this? Encourage the use of the phrase: This is San Andres

Listen to the song various times to familiarize the students with the song and to contextualize the activities. A video of the song is available at: www.youtube.com/watch?v=JI-1hOU6uv6Y

Give each student an image related to the vocabulary of the song which was previously presented and when they hear this word in the song, they should show their image to the rest of the class to identify the vocablary related to the song.



TAKE ME BACK TO MY SAN ANDRÉS

In the Caribbean the very best Is the beautiful island of San Andrés

Oh Johnny Cay and Sound Bay Beach The pretty sands are a golden peach (x2)

CHORUS

Take me back to my San Andrés
To the waves and the coral reefs
Back to be where the sunshine is bright
Where the sea changes colors day and night (x2)

San Andrés is like paradise
With the coconut trees and the fireflies

And underneath the bright blue sky The lovely people go passing by (x2)

CHORUS

In groups of 3, provide materials such as modelling clay so the students can create features of the islands (beaches, palm trees, the island). Ask randomly: What is this? Encourage the use of the phrase: This is a... (beach, palm, island)

Encourage the students to ask each other:

A: What is this?

B: This is a... (beach, palm, island)

Establish a routine for the beginning or end of classes singing the song presented at the beginning. Support this through the use of images to review the vocabulary which was learned.

In the following lessons, use different images and songs

which have been worked on to strengthen vocabulary and listening skills. For example:

- Show vocabulary images of the song (sea, palm, waves, coral reef, sun, island, fireflies, coconut tree, sky), ask in English: What is this?. Encourage the use of the phrase: This is a
- Sing the song several times. Ask students to mimic the word when they hear it or to show the image when they listen to the word in the song.
- Hand a worksheet with the drawings learned in the previous class. Students should follow instructions to color the vocabulary.

T: Color the sea, blue. Color the sun, yellow...

In the following lessons, show students a picture of an animal common in the island (a crab for example).

Ask: What animal is this? Encourage the use of the phrase:
This is a....

What color is it? (It's...)

Ask: What other animals do you see in the island?. Write on the board the name of the different animals students mention.

Introduce the song "Baby shark" to contextualize the activity. www.youtube.com/watch?v=gX2gOpgoTgw

Baby shark, Doo, doo, doo, doo (x3) Baby shark!

Mommy shark, Doo, doo, doo, doo (x3) Mommy shark!

Daddy shark,
Doo, doo, doo, doo (x3)
Daddy shark!
Grandma shark,
Doo, doo, doo, doo (x3)
Grandma shark!

Grandpa shark, Doo, doo, doo, doo (x3) Grandpa shark!

Let's go hunt,

Doo, doo, doo, doo (x3) Let's go hunt!

Run away, Doo, doo, doo, doo (x3) Run away!

Save at last,
Doo, doo, doo, doo (x3)
Save at last!
It's the end,
Doo, doo, doo, doo (x3)
It's the end!

If you have the resources show the video. Otherwise, use the poster "A Party Under the Sea" and ask questions such as?

What do you see in the video/picture? (fish, sea, sun...)
What color is... (It's...)

If the video is used, pause when the characters appear and ask questions such as:

Who is this? (this is mommy shark)
What color is this? (It's...)
Is it happy? (Yes, it is)

Sing the song several times, asking students to mimic the video until everybody learns the song.

In the same groups from previous classes, students will work with clay to shape the animals that live on the island.

Model the following interactions with a student. Then, motivate students to practice in pairs:

A: What is this?

B: This is a... (animals)

A: What color is it?

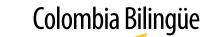
B: It's... (color)

Finish the class by asking volunteers to repeat the dialogue in front of the class

Once everybody has finished their clay models of the island, have an exhibition at the school.

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MINEDUCACIÓN

In this stage, students can carry out pro-

2 Evaluate the module with the class by asking them questions, such as:

classroom tidy and organized.

• What activities did you enjoy the most in this module? What did we learn? What do you need to review? What did you learn

about your culture? etc.

• Why is it important to take care of our environment? Could you give me examples of actions to keep a nice environment in our school?

The suggestion is doing this part in Spanish or Creole depending on the predominant mother tongue in the classroom since it addresses the development of student's metacognitive strategies.

MECHANISMS TO FOLLOW-UP STUDENT'S HOLISTIC EDUCATION

- a. Open and unstructured observation: this can be done especially at the beginning of the module and of every lesson, in the pre-task stage, with the aim of discovering the needs, interests, and difficulties students may have in relation to the suggested topics or tasks. This can inform teachers of the pedagogical strategies they may use throughout the task.
- Selective observation through the following questions:
- Can I see students' motivation during the development of the tasks?
- Is there any child that is particularly unmotivated?
- Can I find out the cause for that?

SOCIALIZATION OF EXPERIENCES

- Was there any activity that had particular impact in students' learning? Why could this be?
- Is there any particular behavior that has caught my attention during the development of the tasks?

b. Pedagogical active listening: the suggestion is to open daily conversation spaces with students, in Spanish, to listen to their opinions about the learning experiences suggested and the topics that were studied. Especially, it is important to approach the 'know to be' indicators through this strategy. In this module, you can talk to students about how personal actions have an impact in their environment and in other people. You can also talk about the different abilities that animals and people have, and how differences between people can be valued (inclusion).

Follow-up Instruments

- a. Anecdotal records
- **b**. Observation notes
- c. The travelling notebook
- **d**. Commented photo albums
- e. Exhibitions and collections of work done by students



- Module 3 in Transition presents a variety of activities that can support teachers in proposing experiences to generate significant learning in children, and promote the achievement of knowledge and skills in English, at a very initial level. It is up to each teacher to evaluate the activities suggested in each stage (preparation, suggested experiences, and socialization) and select, adapt, discard, or add tasks based on the knowledge of their context and students, and the time available.
- The alternatives of implementation in this module keep making emphasis on children's oral comprehension, although, by this time of the year, they should be showing some improvement in the articulation of words and simple phrases
- in English. Teachers are encouraged to open spaces for children's continuous participation, even for those who show slower pace of improvement. This can be done through working in pairs with more capable peers, as well as through individual interaction spaces with the teacher.
- It is important to remember that, within the flexibility for adaptation of the methodological suggestions, teachers can include activities for each stage, not just focus on one in particular. They can start with some tasks to prepare students for learning, which allow the use of Spanish or Creole, to then move to the ones in which children get involved more actively in experiences in English, to finish with the socialization of learning.

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TODOS PORUM



SUGGESTED SYLLABUS

MODULE 4

SUGGESTED TIME:

GOAL:

27-36 hours per academic term

Mention their current and future role as a member of a community, recognizing their cultural identity and ways to represent it.

LEARNING SITUATION: I SEE MYSELF AS A MEMBER OF A COMMUNITY!

Module 4 seeks to engage children in their recognition as an important member of a community (family, school, and friends) and in expressing it in English. The purpose of the suggested experiences is that they can connect with each other to foster children's self-esteem, as they allow themselves to dream and project themselves

as visible actors in a future community; to start building their life project. Through role plays and some other suggestions that involve children actively, this module aims at developing their interpersonal skills, their imagination and creativity, and promoting personal and social transformation processes.

PERFORMANCE INDICATORS

KNOW

1. Identifies vocabulary related to family traditions.

2. Recognizes lexical elements about cultural representations in their community: music, language, traditions. 3. Recognizes orally vocabulary about roles and jobs in the

community.

DO

1. Describes family traditions, using models given by the teacher. 2. Exchanges basic and simple information about family traditions and customs.

3. Understands simple and short descriptive texts about roles and jobs in the community. **4**. Answers simple questions about personal information.

BE

1. Recognizes their cultural identity as a member of a family.

- 2. Appreciates cultural differences in their class.
- 3. Values lessons from their grandparents.
- 4. Projects themselves as an important member of their community.

NUEVO PAÍS

LEARN

21st Century Skills

Starts to understand the interconnection of self to community and society

Learning strategies

Uses flashcards to remember words they are learning in English.

What's your name?



SUGGESTED CONTENTS

VOCABULARY

Vocabulary related to culture

Music: reggae, calipso, pasillo, polca, mentó, dance hall, soca, cuadril, vallenato Holidays: Christmas, New Year's eve, July 20th, October 12th, Emancipation week, San Andres' birthday, Día de los ángeles (angels' day) Semana Santa (holy week / easter) Celebrations: Festival del Coco Trip

Dinner Birthday celebration angels' day holy week / easter Note: Focus on regional celebrations, from the children's

Jobs

Teacher, farmer, manager, driver, salesman/saleswoman, housewife, maid, secretary, doctor, security quard, police officer, student, mayor, boatman. tourist guide, life guard. bus driver, policeman, taxi driver, baker.

Note: Focus on professions and jobs that are familiar to the context of students, and the ones they feel attracted to.

Family members

Grandfather, grandmother, dad, mom, children, sister, brother, aunt. uncle. cousins

Months

January, February, March, April, May, June, July, August, September, October, November, December.

Numbers

16 - 20

Expressions

I want to be a (doctor) I am a student

Grammar

context.

Like / doesn't like My family likes/doesn't like parties.

How old are you / is he/she? I/he/she am/is ___ years old

Imperatives

classroom instructions

English in practice

I like Vallenato music My family likes Christmas. We celebrate with a big dinner. My birthday is in November How old are you? I am 5 years old We celebrate holy week in March

Sociolinguistic/Intercultural

Similarities and differences between family cultures.

Differences in the way adults and the elderly communicate.



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METHODOLOGICAL AND ASSESSMENT SUGGESTIONS

This section presents a set of methodological suggestions for Transition, taking into consideration the pedagogical strategies, as well as the dimensions for a student's holistic development.

For this module classroom setting, you can:

- Decorate the classroom with images of cultural representations (music, holidays, traditions), and their names in English.
- Set the tone for the classes with different types of music which are heard on the islands (reggae, calypso, polca)
- Contextualize the theme of the fesitivities by asking the students about the festivals which are celebrated in the department, and if possible have them check the information at home: What happens during this celebration? How is it celebrated in your home? It is ok to use Spanish or Creole when and where necessary with this part of the activity.
- Display posters with students with different physical characteristics, interacting with their family in traditions and customs scenarios. You can include images of students with special needs (visually impaired, in a wheelchair, etc.), as well as from different ethnic and social groups, and geographical contexts, to raise awareness of diversity.



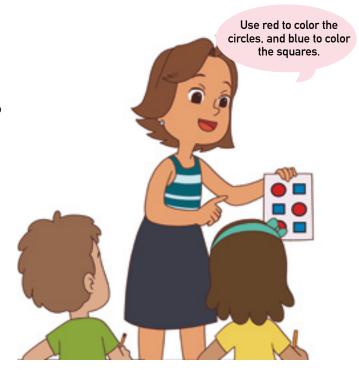
MANAGE THE LEARNING ENVIRONMENT

Inclusion: If you have an inclusive classroom, this strategy can help children to show empathy for their classmates with special learning needs.



Find songs related to the topic of the module. Some options can be:

- The finger family song: www.youtube.com/ watch?v=YJyNoFkud6g
- I love my family: www.youtube.com/watch?v=4p4k-P8Cn4U
- My family: www.youtube.com/watch?v=fhgQupKiM3c
- Hello to all the children in the world: www. youtube.com/watch?v=GpTR1wF4M6k
- People in our community: www.youtube.com/watch?v=mw6RBvUmayA
- Jobs: www.youtube.com/watch?v=wzC2w-taj_jA





DIMENSIONS

Corporal Socio-emotional Cognitive Communicative

GAMES

Create a starting routine for students, which involves the vocabulary of the module. For this, you can use games such as:

- GUESS WHO! Using images on their head, students guess the member of the family and say it in English.
- ROLE PLAY with members of the family. This game can be used to question and reflect about the role that each member of the family has at home (this can be done in Spanish or Creole, as preparation for the topic and the tasks that will be perform in English later).

- FAMILY BINGO/DOMINOES/LOTTERY
- CROSSWORD with family and traditions vocabulary

GUESSING GAME: Play songs representing popular music from the department and ask students to guess what it is.

These and other games can be used to introduce and practice the vocabulary related to family and cultural traditions.



DIMENSIONS
Corporal
Aesthetic

Communicative

Psychomotor

Cognitive

Use

Use the different forms of art to prepare students for the task. You can have students:

- Encourage learning songs from the island.
- Make handcrafts with the vocabulary from the module, using different materials such as clay, plastecine, paint, different types of paper, wood dust, etc. Present the vocabulary as they work on the handcrafts.
- Make a mural, with poster paper and a variety of materials, which represents different types of families and their culture around the world.
 Once they display them on the walls, students can use labels to tag them.
- Use music, for example the songs used in the first section, and movement to learn the vocabulary from the module.

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SETTING OF LEARNING EXPERIENCES

LITERATURE

Literature offers infinite resources to awaken students' interest and imagination. As preparation for the task, you can:

- Tell them Stories in Spanish or Creole (or English if appropriate) about the importance of valuing their family and their traditions, and their grandparents. These stories should always be accompanied by images and gestures.
- Use various strategies for students to interact with literature (e.g. a reading corner, organizing events in a story using images, a puppet show, etc.).
- Create big books, together with children, putting together several pieces of cardboard and building stories using cut outs, images, and different materials. In this module, for example, you can create a big book that shows the story below, about being a member of a community:

 Sheet 1: [2 characters] My name is

Felipe. I am a big boy // I am Luisa. I am a big girl.

Sheet 2: We are students. We have many friends

Sheet 3: We want to be bigger

Sheet 4: (Felipe) I want to be a doctor to help people

Sheet 5: (Luisa) I want to be an astronaut to go to the moon

Sheet 6: (Luisa) I want to be the president to help my country

Sheet 7: (Felipe) I want to be a teacher to teach children

Sheet 8: (Felipe) I want to be a pilot to travel the world

Sheet 9: (Luisa) I want to be a police officer to protect people etc.

• Create a reading corner with books in English.

You can visit the webpages below to discover some downloadable literary resources to work with children. Remember that in this module, stories should mainly have images and very little text (short phrases with simple language). In this final module, you can try encouraging children to retell the stories to their classmates, with your help:

Free kids books: freekidsbooks.org/ filter/Toddlers/date/ASC Kids English books (with mp3 audio): http://www.kidsenglishbooks.com/ Mini books to print and color: http:// www.dltk-teach.com/minibooks/



DIMENSIONS

Corporal Socioemotional Cognitive

EXPLORATION OF THE ENVIRONMENT

The environment offers various opportunities for stimulation and task preparation. Kids can, for example:

• Find out the types of families that are in their community and class-

room, and bring pictures to the class. They can present the pictures and mention the name of the family members in English.







- Tag the names of members of the family and jobs on big pictures.
- Do different fine motor skills activities related to the topic of the module (e.g. redrawing, coloring, punching, cutting, etc.). Use these activities to reinforce the vocabulary and skills that the module targets.
- Order a sequence of events in a story related to the topic of the module, using visual aids, after listening to it from the teacher or a video. To do that, you can follow these steps:

SUGGESTED LEARNING EXPERIENCES

- Pre-listening: You can ask children to do a matching activity using images (e.g. professions workplaces). Also, they can tell a story to a partner, in Spanish or Creole, based on the title and some images from the story they will listen to (prediction).
- While listening: While students listen to the story, you can ask them to raise their hand every time they hear the names of a profession in English.
- Post-listening: Ask children to say if the story they invented in the pre-listening is similar to the one they just heard.

Finally, in small groups, give them cut outs with events from the story and ask them to put them in the order they occurred.

- Create an album with the diverse types of family they find in their community. This task can be connected to the one suggested in the section exploration of their environment. Children can label the family members in the album.
- Dramatize the tasks of members of the family and their jobs. Students can dress up as parents, mothers, grandparents, or siblings, or what they want to be when they grow up. Children may use phrases such as:

I am <u>Pedro</u>. I want to be a doctor. I can help people.

I am <u>Rosita</u>. I want to be the president. I can help my family.

I am Mateo. I am a student. I like maths.



Inclusion: This task can be an opportunity to promote respect for diversity. Talk about the different types of family in Colombia (single father/ mother, grandmother - grandson, kids with two moms or das, etc.)



- Design an illustrated journal of the roles of the family members, including boy's and girl's roles at home. To do this, children can put a 'book' together and draw or paste what each member of the family does regularly (home/workplace). By the end of the week, they can take the book to class and label the activities in English with the teacher's help.
- Make puppets and do dramatizations, using rehearsed phrases in English.

For example:
Puppet A: Hello, students! I am Pepita.
How are you?
Students: Fine, thank you!
Puppet A: Great! I am a teacher. I teach children at school.

Puppet B: I am Pepito. I am a bus driver. I take people to work.

Puppet C: I am Lola. I am a manager. I work with numbers.

- After the presentation, you can ask children about every character's job, or ask them to match the puppet with the profession image. With this activity, you are helping children to develop their listening skills.
- Create an illustrated story about their family and their traditions, using family pictures, and short phrases in English provided by the teacher.





INTEGRATED INTERCULTURAL TASKS **AND PROJECTS: OUR OWN FESTIVAL**

In the process of teaching and learning English, the inclusion of themes which are familiar to the students represents an authentic opportunity for them to express their understanding of the world. The local festivities are one representation of their cultural identity and working with them in class reinforces their own cultural identity. For this reason it is recommended to use them as a way of focusing on the target language in the classroom.

To integrate local festivities in the classroom, it is recommended to:

- Provide spaces where teachers and students share their experiences of local festivities.
- Create routines at the beginning and at the end of the classes using the songs learned in module 3: "Take me back to my San Andrés" y "Baby Shark"
- Decorate the classroom with images related to the festivity, costumes and related music.
- Use English to work on the contents and recycle what was learned in previous modules. However, students may use their mother tongue.

In module 3, students explored their surroundings, and

familiarized themselves with the song Take me back to my San Andrés What follows is a methodological sequence of possible ways to approach local festivities and organize a mini carnival in the classroom.

As preparation for working on this TPII, ask students to investigate at home an important celebration on the island and what people do on that day. Clarify that answers can be given in Spanish or Creole.

Contextualize the theme of the local festivities by asking the students about the festivities which are celebrated in the department and of which they had been investigating at home: What do we do in this celebration? How is it celebrated at home? Allow the use of Spanish or Creole where necessary

Write on the board the different options suggested by the students. Place an emphasis on the celebration of the anniversary of the islands. If the students mention it, highlight it on the board, if not talk to the students about this celebration with a special focus on the Coconut festival. Make use of the mother tongue of the students to help them contextualize the topic.

Let students know that they will have their own festival in the classroom and need to start preparing it. They should start with the music they will have in the carnival.



Ask the children: What's your favorite music?

Promote the use of the expression: My favorite music is ... (reggae, calypso, pasillo, polca, mentó, dance hall, soca, cuadril, among others).

Play the start of a song and ask: What music is this? Promote the use of the expression: This is... (reggae, calypso, pasillo, polca, mentó, dance hall, soca, cuadril...).

If there are no responses on the part of the students, ask them yes or no questions: Is it Calipso?

Encourage them to use complete phrases: Yes, it is. No. It's not.

Ask the kids:

T: Do you like Polca? S: Yes, I do./ No, I don't

Repeat the same exercise with the other styles of music and promote the interaction between students for each type of music. For example:

S1: Carlos, do you like Polca?

S2: Yes, I do./ No, I don't

Motivate the students to prepare their own carnival. They all have to decide: To do this, you should ask questions:

T: What kind of music?, Polca?, Calipso?

Ss: Yes / No

T: Are you coming to the party?

Ss: Yes / No

In the following class, they should work on the guest list, and at the same time recycle vocabulary related to jobs. Provide material to revise professions learned in module 4. If you have the resources, use the videos:

People in our community: www.youtube.com/watch?v=mw6RBvUmayA

Jobs: www.youtube.com/watch?v=wzC2wtaj_jA People work: www.youtube.com/watch?v=ORGLQudvMWE

Bring images with jobs common in the island (teacher, doctor, major, boatman, tourist guide, life guard. bus driver, policeman, taxi driver, baker). Practice vocabulary using phrases such as: Who is this?

Encourage the use of complete phrases such as: This

Recognize jobs that are typical on the island through a listening activity. The teacher will provide students with a worksheet with pictures of jobs. The teacher will give instructions to color. For example:

Color the police green.

Ask students to choose the character they want to be in the party (from the jobs/occupations practiced) As homework, ask them to bring things that will help them play the chosen character.

In the following class, decorate the classroom with images that connect to the mini coconut carnival. Show them an image of a coconut and ask them: What is this?

Promote the use of the expression: *This is a coconut*. Repeat the activity with a *palm tree*

Ask the students if they have been to the coconut museum: Where is it? What can you see there? Why is the coconut so important to the islands? What things can we make with coco**nut?** The mother tongue of the students can be used here. Ask the students to draw and color a coconut. After paste the pictures around the classroom as part of the decora-

Allow students to play their character using simple presentation phrases such as:

S: I'm a (profession), I like (music or animals)

During the carnival, in a circle around his/her clay model of the island, each student will dance representing his/her character. Encourage interactions such as:

Do you like...(music)? Yes, I do.

Once the party has finished, hand students sheets of paper with emotion faces and ask them to color the face that shows how they felt during the activity. For example:

I Feel...











Ask volunteers to show their faces and express how they feel using the phrase: I Feel...

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In this stage, students can carry out projects to consolidate learning, as well as processes of self- and co-evaluation.

- Invite parents and grandparents to celebrate their own carnival
- Organize a dad and mom day, in which they come to school and talk about their jobs or family traditions. Children can teach their parents the professions in English.
- Organize grandparents' day, in which they come to school to tell anecdotes of their lives and stories from their childhood and their traditions.
- Evaluate the module with the class by asking them questions, such as:

- What activities did you enjoy the most in this module? What did we learn? What do you need to review? etc.
- What aspects of my culture can you inherit from your family? Why is it important to value grandparents and family? What did they learn about your culture?

The suggestion is doing this part in Spanish or Creole depending on the predominant mother tongue in the classroom since it addresses the development of student's metacognitive strategies.



- a. Open and unstructured observation: this can be done especially at the beginning of the module and of every lesson, in the pretask stage, with the aim of discovering the needs, interests, and difficulties students may have in relation to the suggested topics or tasks. This can inform teachers of the pedagogical strategies they may use throughout the task.
- **b**. Selective observation through the following questions:
- Can I see student's motivation during the development of the tasks?
- Is there any child that shows him/her self particularly unmotivated?
- Can I find out the cause for that?
- Was there any activity that had particular impact in student's learning? Why could this be?
- Is there any particular behavior that has called my attention during the development of the tasks?
- c. Pedagogical active listening: the suggestion is to open daily conversation spaces with students, in Spanish or Creole, to listen to their opinions about the learning experiences suggested and the topics that were studied. Especially, it is important to approach the 'know to be' indicators through this strategy. In this module, you can talk to students about family diversity and different traditions from around the world. Also, you can encourage conversations about values that are learned in the family (beliefs, customs, accent, language, etc.), and which make us different from our classmates.
- Follow-up Instruments
- a. Anecdotal records
- **b.** Observation notes
- **c**. The travelling notebook
- d. Commented photo albums
- e. Exhibitions and collections of work done by students



- The experiences suggested in this module, as well as in the previous ones, are subject to informed evaluation by teachers and their adaptation depending on how relevant and significant they are for children in each particular group. As this is the last module for transition, the recommendation is that the selected, adapted, or added activities help to always promote children's active role and their oral use of English.
- The learning experiences proposed, respecting teachers' criteria and knowledge, will need to integrate the strategies for early education (game, art, literature, and exploration), as well as processes of motor, physicial, psycho-social development, and, in general, all the dimensions of a human being. These will need to be addressed towards the achievement of the suggested objectives regarding English learning. In order to do this, the

- module presents different alternatives in each stage, still making emphasis on oral comprehension and production, the latter, still coping with very simple language, at students' level.
- As this is the last module in Transition, teachers may do a general review of the knowledge, skills and contents that children need to know, based on the Basic Learning Rights, and recycling the experiences developed throughout the school year. This way, children can be better prepared for their transition to primary school.
- Another possible alternative, in case teachers have additional time when they finish this level, is that teachers review the suggested syllabi for first grade and propose experiences for children to get familiar with what they will study once they move to primary school.

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TODOS POR U
NUEVO PAÍS



F I R S T GRADE







BASIC LEARNING RIGHTS

- Understands and follows instructions related to basic school tasks, verbally and nonverbally.
- 2 Understands and makes simple statements, using rehearsed expressions about his/her immediate environment (house and school).
- 3 Orders the sequence of main events in a simple short story, by using pictures, after reading or listening to it.
- Answers simple questions about basic personal information such as name, age, family and classmates.
- Describes some physical characteristics of self and others, through the use of rehearsed words or phrases.

To keep in mind: In our educational context, many boys and girls start first grade without doing transition. That is why it is recommended to the first grade teachers to begin the school year with a general review of all the transition contents to assure

a levelling process with the other children. Besides, in each section of the suggested contents in first grade, there are some specific recommendations that might be reviewed from transition.

SCOPE AND SEQUENCE

SUGGESTED LEVEL: Pre- A1.1 First Grade

The following chart belongs to the scope and sequence with all the information related to the suggested modules for First Grade during the school year.

GOAL

LANGUAGE FUNCTIONS

OBJECTIVES

MODULE 1:
Health and life
I TAKE CARE OF MY
BODY
(27-36 hours)

Identify, visually and orally, in English, some activities for body care and personal hygiene, and compares these to a classmate.

Express his/her preferences about certain food that contributes with the health care. Describe his/her personal hygiene routine.

Compare in English the preferences for food and the daily routine of personal hygiene with a classmate.

Identify, orally, words and short instructions, related to body care and personal hygiene.
Mention, in a simple way, actions he/she practices for his/her personal hygiene.
Mention, in simple English, the similarities and differences of their own preferences and daily routines with those of a classmate

MODULE 2:
Peace and living
together
I APPRECIATE OUR
DIFFERENCES
(27-36 hours)

Describe, in English, his/ her own physical differences and the ones from his/ her classmates and shows respect towards them. Describe in a simple way, physical characteristics about his/ her classmates. Express, with simple words, basic rules of behavior and respect towards the others. Express in English the similarities and differences between themselves and a classmate

Identify, orally, words and short phrases, related to physical characteristics about himself/ herself and his/her classmates. Mention with simple phrases, physical characteristics about himself/ herself and his/her classmates.

Compares with simple phrases

Compares with simple phrases their own physical chracteristics and personal likes with a classmate.

MODULE 3:
Environment and
society
I TAKE CARE OF MY
SCHOOL
(27-36 hours)

Recognize, visually and orally, in English, and put in practice strategies to take care of the environment in the school and the home.

Describe known classroom objects.

Mention what they should or

shouldn't do to take care of

the school.

Mention in English concrete actions of recycling at home.

Recognize words and short phrases related to how to take care of the school.

Mention school objects and some actions to take care of them using simple phrases.

Express in English how to recycle waste in the classroom and at home with previously learned

home with phrases.

at home

MODULE 4: A global village I HELP AT HOME (27-36 hours) Express and promote, in English, collaboration in their family.

Ask and give information about the family.

Describe in a simple way the objects in the house and their location.

Describe in English the habits of water consumption in their home.

Identify words and simple phrases, related to ways to help at home.

Answer very simple questions about habits among the members of the family.

Express orally an ecocommitment for caring and saving

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- 101 -







SUGGESTED SYLLABUS

MODULE 1

HEALTH AND LIFE: GOAL:

I take care of my body Identify, visually and orally, in English, some activities for body care and per-

SUGGESTED TIME:

27-36 hours per academic period

sonal hygiene and compare them with a

classmate.

SUGGESTED PERFORMANCE INDICATORS

KNOW

DO

BE

LEARN

1. Identifies vocabulary related

2. Recognizes words and expressions related to routines of body care and personal hygiene. 3. Identifies words that help him/her follow a sequence in a

to body parts.

story or a process. 4. Identifies the words what/ who/how old to answer basic questions related to personal information.

1. Answers simple questions that require basic personal information. 2. Organizes images to represent a sequence in his/her daily routine or retells it in English.

that of a classmate and 3. Makes a list of activities required to take care of the body. 4. Expresses in English comparisons between his/her daily routine and that of a classmate.

1. Recognizes his/

her responsibility to practice daily routines to take care of the body as an important way to be healthy. 2. Becomes concerned about his/her hygiene and body care. 3. Recognizes and respect differences with

others.

21st Century Skills

Shows commitment with regard to his/her learning as a process for lifetime.

Learning strategies

Establishes relationships between the things he/she already knows and the new things to learn.



SUGGESTED CONTENTS

VOCABULARY

Vocabulary to review

Did you do the

- Transition Module 1: Body parts
- Transition Module 4: Family members
- Transition Modules 1-4: Numbers 1-20

Vocabulary to offer personal

name, from, years old

Words that indicate indicate sequence/ Sequence words

first, then, next, last

Question words

what/who/how old/ where

Numbers

1-30

Wake up, get up, take a shower, brush teeth, have breakfast, get dresses, go to school, have lunch, do homework, play, have dinner, go to bed

In the morning, at night, before bedtime.

Personal pronouns I, you, he, she, it, they

Possessives

my, your, his, her

Verb To Be

I am / you are / she is/ my mother is ... / this is my mother...

English in practice

I'm from... He/She's from.... I take a shower in the morning. I brush my teeth before bedtime. My sister is 8 years old. This is my father. My name is I am 6 years old

Sociolinguistic/Intercultural

Worrying about being healthy through personal hygiene and body care.

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METHODOLOGICAL AND ASSESSMENT SUGGESTIONS FOR MODULE 1

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.

- Bring a poster of a boy and a girl. It is suggested to use one big enough to be seen by all of them. Use those characters to give students their personal information, in English. For example: They are Carlos and Lucia. Carlos is from Providence and Lucia is from Cartagena. Carlos is 6-years-old and Lucia is 7-years-old. They are in first grade. They are friends, they are very happy learners.
- Starting from the introduction of the two last characters, model the personal presentation (name, age, place of birth, etc.) in English. Through this example, motivate the learners to introduce themselves giving personal information in English. (Note: It is important to set fixed statements for students to complement their personal information)



PREPARATION FOR THE TASK

Bunny Bonita: Capsule 9

Bring pictures that represent personal hygiene routines and body care (wake up, take a shower, get dressed, have breakfast, etc.). Ask students to organize the events following the appropriate order. Once organized, introduce, orally, the vocabulary, in English, related to sequence.



Revise actions important for body care



Use the words that indicate sequence and are important when telling stories or describing processes.



Show videos to reinforce the vocabulary related to routines. Some options might be:

The morning routines song: www.youtube.com/watch?v=eyPfpSt-SXc&index=2&list=RDajq1ebnm3lo

Morning routines song: www.youtube.com/ watch?v=ajg1ebnm3lo



ECO: Posters Lili & Mike, Student Booklet My day: Unit 8 Lesson 1; Unit 13 Lesson 1



Introduce didactic materials to practice the new vocabulary in English; such as worksheets in which students can match, fill in the blank, draw pictures, or use the vocabulary related to actions for personal hygiene and body care.



ASSESSMENT

FOR LEARNING

• Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more.

OF LEARNING

Vocabulary guizzes and worksheets.

This stage is centered on the activities for the student. Here are some possible tasks that students can do:

- Students can work on oral activities where they complete sentences in English, related to their personal information. The teacher should always model the activity for kids to have an example to follow.
- Through body language, learners can mimic words and phrases referring to body care and the rest of the class could guess and say in English, what they are doing. Meanwhile, they use the vocabulary recently learned.
- Students may make, in English, a sample of the ID using poster paper. It is important to have an example on the board with the information the students have to fill in with their personal information. This needs to be made in advance for the kids to fill in the blanks only with the information they already know and that is easy such as their names, age, etc. They can bring a picture ID size to complement this activity or draw a picture of himself/herself to replace the picture.
- Help the students to make posters, in English, that represent important actions related to their daily routine and body care actions. Help them present orally their own routine while they use the sequence words in English. (First then after finally)
- Watch a video, this time in English, about a father who says his routine. This is an opportunity to review that topic and at the same tme the words that indicate sequence in a story. For example:

 My dad: http://learnenglishkids.hritishcouncil.

My dad: http://learnenglishkids.britishcouncil.org/en/short-stories/my-dad

• Pre-listening (before listening): As preparation to watch the video, you may bring to the class some flashcards with the images related to the vocabulary about physical descriptions. Students might practice the vocabulary

of the module that appears in the video (take a shower, make breakfast, as well as, first, second, then. next, etc). You may write the words on the board and the kids have to paste the picture next to the word that belongs to it.

- While listening (during listening): the video is watched once for the children to enjoy what is happening in the story. Then, it is played again and may be stopped to ask a few simple comprehension questions in English.
- Post-listening (after listening): After watching the video, you can give to the students a piece of paper with activities based on the video for them to do. These, may include drawing pictures about the story, imagining another end for it, choosing their favorite character, among others.



Inclusion: for those kids with special learning needs, it is recommended to let total freedom for the development of their creativity and encourage them from their interests and strenghts



FOR LEARNING

Students can monitor second and even third drafts with checklists and peers.

OF LEARNING

Check final drafts of: posters and oral presentation scripts with rubric.

Administer vocabulary and content task guizzes.

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INTEGRATED INTERCULTURAL TASKS AND PROJECTS: WE'RE DIFFERENT, BUT THE SAME



The department of San Andres, Providence and Santa Catalina has historically been a multi-cultural context. This means that the students live side by side among distinctive linguistic and cultural differences which they must learn to respect. This multi-cultural aspect must be integrated into the learning process to promote attitudes of respect among the learners and generate significant experiences with which they identify or relate to.

This TPII intends to promote the use of English in spaces of reflection on the cultural and linguistic differences which may exist within the classroom. In this module, the children recreate their daily routine on a roll of film which they will use to start noticing the similarities and differences between themselves and their classmates.

Using as a model the activities which were done during module 1, create in English a roll of film with the students showing a day of their life. It is suggested to develop this activity across various classes so that in this way they will be constructing the film step by step.

In each lesson, they will recycle two or three actions from their daily routine. Games, songs and mimic should be done to help them practice. At the end, give each child squares of white paper so they can draw themselves doing these activities. It is proposed to divide the day into moments and likewise each class. One possible way of working could be:

Day 1: Before I go to school

Day 2: At school

Day 3: After school

Day 4: Before I go to bed

Once all the actions have been practiced and drawn, stick them on a sheet of chart paper or black sheets decorated with white rectangles to represent a role of film and have the children decorate them with their names.

At the end, do an exposition of the different films in the classroom and make an emphasis on the similarities and differences in some cases.

This stage is for the students and the teacher to assess what they have learned, and activities are proposed to extend what was done.

- Organize a campaign to promote personal hygiene and body care as an important strategy for health in the community.
 - Self- evaluation: Place students into small groups to assess what they have learned in the tasks. Students can speak in Spanish or Creole. Some questions may be:
 - a. What did you like about this module?
 - **b.** Which were your favorite tasks?
 - **c.** What difficulties did you have while doing the tasks?

• Students discuss the questions with the help of the teacher and they summarize their answers which they may attach to their portfolio.



Review important actions for

personal hygiene. SPANISH:

Use words to indicate sequence and which are necessary for telling stories or describing something.



FOR LEARNING

Self- evaluation

OF LEARNING

Rubric to assess their portfolio (see appendix)











SUGGESTED SYLLABUS

MODULE 2

PEACE AND LIVING TOGETHER: GOAL:

Lappreciate our differences Describe, in English, his/her own physical differences and the ones from

SUGGESTED TIME:

27-36 hours per academic period

his/ her classmates and show respect towards them.

PERFORMANCE INDICATORS

KNOW

his. her. our

3. Understands the

meaning of phrases

expressed through the

use of imperative Don't.

DO

BE

1. Expresses his/her likes 1. Identifies phrases and preferences through such as I like/ I don't phrases such as I like/I like. don't like. 2. Recognizes the possessives my, your,

2. Introduces him/herself, using vocabulary learned. 3. Introduces, with vocabulary learned, his/ her classmates by using the possessives his/her.

4. Expresses in English similarities and differences between themselves and a classmate.

5. Responds to stimulus given through the use of imperatives.

1. Respects himself/ herself and the others. 2. Appreciates and respects those who are around without regarding physical or gender differences.

21st Century Skills

Learning strategies

Checks frequently the new learned words

LEARN

Recognizes when it is appropriate to speak and when to listen.



SUGGESTED CONTENTS

VOCABULARY

Vocabulary to review

- Transition Module 2 : Emotions

- 1º Module 1 : Body parts

Adjectives for physical description

blonde, red hair, black, tall, short, thin, fat, etc.

Verbs related to the module

Respect Laugh Behave Be kind

Numbers 30-40

Expressions related to respect

Respect others Give love Don't laugh at... Behave We are all the same I like/ I don't like...

Grammar

My/his/ her/your/our

Like/ don't like

Imperative (Positive y negative) Do / don't

But, and

Grammar to review

-Transition Module 3: I like/ I don't like, Imperatives

- 1° Module 1: Verb To Be

English in practice

Don't laugh at your friends

She's a girl. Her hair is curly. I like her hair.

We are different, but we respect others.

Be kind to your friends.

He's.... but I'm.... He's.... and I'm... We're.....

Sociolinguistic/Intercultural

Respecting gender and physical differences

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Colombia Bilingüe

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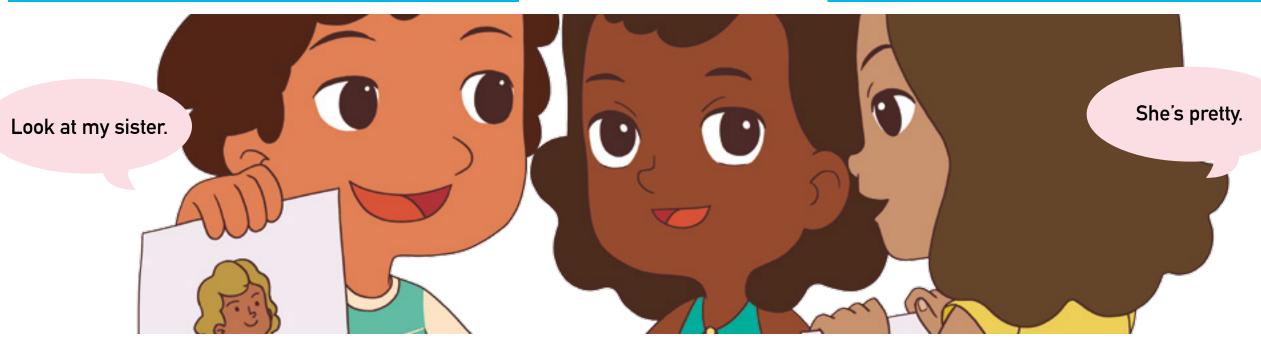




METHODOLOGICAL AND ASSESSMENT

SUGGESTIONS MODULE 2

METHODOLOGICAL AND ASSESSMENT SUGGESTIONS MODULE 2





ECO: Student's booklet, Physical description: Unit 2 lesson 2: Unit 4 lesson 1:

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.



PREPARATION FOR THE TASK

Bring big pictures of boys and girls with physical differences. Use those characters to give the students their personal information, in English. For example: They are Sergio, José, Laura y Sofía. Sergio is from Chía. He is white and he has blond hair. José is from Quibdó. He is black with curly hair. Laura is from Zapatoca. She is white and has red hair. And Sofía is from Leticia. She has straight black hair. She comes from a indigenous family. They are in first grade. They are friends, they are very happy learners.



SOCIAL Revise physical differences between SCIENCES: people considering their origin.



Recycle the English vocabulary related to body parts. You can use songs and videos such as:

Body parts song for kids: www.youtube.com/ watch?v=QkHQ0CYwjal

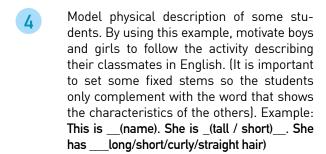
Show the video about respecting differences: For the birds: www.youtube.com/watch?v=tR-S4X-kVQ1M

• Allow the kids to express in Spanish or Creole their ideas about respect and reinforce the importance of respecting everybody without focusing on physical characteristics. Take advantage of the moment of reflection to introduce the imperative Don't (Don't laugh at others. Respect everybody)



Reflect about respecting people with regarding gender or physical particularities.

Starting with the presentation of the previous characters, introduce the English vocabulary that let us make physical descriptions of people. This video might help: Adjective words for kids: www.youtube. com/watch?v=sEDy0wGaXJY



- Bring images that represent physical differences. Ask students to describe them in Enalish.
- Introduce didactic materials to practice the new vocabulary; such as, worksheets in which students can match, fill in the blank, draw pictures, or use the vocabulary related to physical descriptions.

Bring images or real objects related to the last module (Toys) to introduce the phrase I like/Idon't like



Inclusion: For visually- impaired students, use authentic material,



FOR LEARNING

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more.

OF LEARNING

Vocabulary guizzes and worksheets.





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- Students may work on oral activities in which they complete sentences referred to their physical description. It is important that they have an example on the board and a word bank to see the options as well as the model of the teacher.
- Students can bring pictures of any member of their family to describe, in English, in front of their classmates while they use the vocabulary studied.
- Create with students sentences, in English, related to respect towards the others. It is recommended to use imperatives. For example: Respect your friends. We are the same.
- Watch a video, this time in English, about Little Red Riding Hood. Through this story, aspects like physical descriptions, emotions and respect towards the others, might be studied.

For example:

SUGGESTED TASKS

Little red riding hood: http://learnenglishkids. britishcouncil.org/en/short-stories/little-red-riding-hood

- Pre-listening (before listening): as a way to prepare students to watch the video, bring some flashcards with pictures related to the vocabulary studied in relation to physical descriptions. The students can practice the module vocabulary that appears in the video (eyes, nose, mouth, etc). Write the words on the board and the students match the pictures with the words.
- While listening (during the listening): The video is watched once by the kids to enjoy what is happening in the story. Then, it is played again and might be stopped some other time to ask a few comprehension questions in English related to the story.



- Post-listening (after listening): After watching the video, you can give to the students a piece of paper with activities based on the video for them to do. These, may include drawing pictures about the story, imagining another end for it, choosing their favorite character, among others.
- Help the learners when making posters in English with pictures that represent important actions to respect others. You can add words or phrases in English that students can repeat and then paste them around the school.
- Motivate students to bring their favorite toy. Expose them all and they may mention in English, the ones they like or the ones they don't.



FOR LEARNING

Students check their drafts of the different tasks proposed with checklists or peer feedback.

Allow students to do second and even third drafts.

OF LEARNING

Check final drafts of: posters and oral presentation scripts with rubric.

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INTEGRATED INTERCULTURAL TASKS AND PROJECTS: WE'RE DIFFERENT, BUT THE SAME

This TPII intends to promote spaces of reflection on the cultural and linguistic differences which may exist in the classroom. By the end of the TPII, the children will have designed an album with the main similarities and differences between themselves and a classmate.

To contextualize the work, it is proposed to include the Anancy stories as part of the oral and cultural tradition of the department. Anancy is a talking spider who talks and on occasion behaves boldly. These stories touch on different themes within the Caribbean context and always entail the teaching of a particular moral: what makes them particularly pertinent for the work of the integrated intercultural tasks and projects. Owing to their oral tradition and educational character, the Anancy stories are generally speaking long texts. For this reason, it is suggested that they are used at the beginning of classes as a way of contextualizing the themes.

To integrate these stories into the classroom, it is recommended to:

- Carefully choose an appropriate story keeping in mind the lexical density and the message conveyed in each story.
- Read the stories in Spanish or Creole according to the mother tongue which is most present in the class due to the extent and level of English of the children in this grade.
- Divide the stories into short sequences, ask simple questions to check understanding, preferably in English and in accordance with the language which the students possess, in order to ensure their understanding.
- Support the understanding of the text through the use of visual aids.

There will now be presented a methodological sequence of the possible ways in which the theme of multiculturalism and respect for differences can be approached.

Take to class some drawings which represent some of the characters and things which feature in the story (Anancy, Tiger, party, spider girls).

Ask the students to identify who they are and how you can say the name or word in English. Write the name of the animals and things on the board beside the

appropriate image for their visual recognition.

Tell the children that they are going to listen to a story about Anancy and the other characters. Ask the students to predict the story. Allow the students to use their mother tongue where necessary.

Read the story in a loud clear voice, making pauses to check understanding. Ask questions related to the story and the attitudes of the various characters towards the differences between them.

ANANCY LAUGHS AT TIGER

Brother Tiger and Brother Spider always go out together to find a girlfriend. The Tiger always get the best girlfriends, but Anancy does not get one.

SUGGESTED QUESTIONS:

Who are the characters of the story? (Anancy and Tiger)

T: Does tiger have girlfriends? (yes)

T: Does Anancy have girlfriends? (No)

One day the Tiger invited his friend Anancy to the party to meet the girls, but no one likes Anancy. Then Tiger laughed at Anancy and said very bad things like: hahaha spider! Nobody likes you because you are small and you have 8 legs.

SUGGESTED QUESTIONS:

T: Where are Anancy and Tiger? (at a party)

T: Is Anancy Happy? (no, he isn't)

T: What did Tiger say to Anancy? (You are small and you have 8 legs)

T: How does Anancy feel? (sad)

Anancy feels tired and says "You like to laugh at people, right?" I'll prepare a good surprise for you- and the week of the Great Fiesta in the forest all the friends were wearing their best suits and Tiger did not have money to buy appropriate clothes. Then Spider says to him: - Today Tiger you are not going to the party? And Tiger answers very sadly: "I would like to go, but I do not have clothes to wear." Then he said, "I have clothes here in the house, you can wear them. "Thank you, spider" said Tiger. You are a very good friend.

SUGGESTED QUESTIONS:

T: Are Anancy and Tiger going to church? (no)

T: Where? (to a party)

T: Does Tiger have clothes for the party? (no)

T: Who will give Tiger some clothes? (Anancy)

T: Is Anancy a good Friend? (yes)

Then, Tiger and Anancy go to the dance. Tiger jumps and dances, and all the girls enjoy. Then Anancy says, "Now it's my turn," and he goes to the group and says, "hahaha Tiger, That's my shirt, and those are my shoes, you are very poor to come to this party" "Then the girls say" How, you Tiger dress in Anancy's clothes? "And Anancy says" Sure, since he had no money to buy - Then the girls all start to dance with Anancy and they all left Tiger to one side.

T: Is Tiger happy? (no)
T: Why? (Anancy laughed at Tiger)
T: How does Tiger feel? (sad)
T: Is Anancy a good friend? (No)







When you have read the story, ask in English: *What's the moral of the story?*

Encourage the use of English for responses using expressions and language which was learned in module 2 (Respect others, Give love, Be kind, Don't laugh at others)
Ask the children to make a model of Anancy or Tiger using plasticine and that each student creates their physical characteristics.

After ask for some volunteers to describe in English the characteristics of the spider, its likes/dislikes and its daily routine of keeping itself clean, practicing language learned in modules 1 and 2.

Example:

This is Anancy
He is (physical description)
In the morning, he first....then he......

Create with the group the first page of the album which will be named "We're different, but the same". Encourage each child to decorate it how they like.

In the next class, show some images related to the Anancy story which was worked on in previous classes. Allow the students to speak in Spanish or Creole about what they learned from the story and reinforce the moral that they should respect those who are different from them in terms of race, gender or physical characteristics.

Take this opportunity to practice phrases using the imperatives which were learned previously: **Don't laugh at others**, **Respect everybody**...

Use the poster *We're different, but the same* where images are shown of different people from the department who bear differences in terms of race, culture or physical appearance.

Have the students choose two images and talk in English about the physical characteristics of the people who they see, and to imagine their preferences and routines of personal hygiene. Encourage the use of simple learned phrases like:

This is (invent a name)

He/she is (physical description)

He likes/ Doesn't like ...

In the morning, he first.... then,

LUIS

After, among themselves but with the guidance of the teacher, the students should complete a Venn diagram which the teacher will have modelled on the board, with the small simple phrases where they can see the similarities and differences among the people. Emphasise the fact that there are many more similarities than differences. Make sure that the children finish the Venn diagram in their notebook as this will serve as a model for one they will do in the next stage. Example:

Tell the students to choose a person who they think has different characteristics from themselves and propose that they make an album of the two people (the other person and themself)

Ask the children to draw themselves and their friend (on the first page of the album) and to describe orally the physical characteristics.

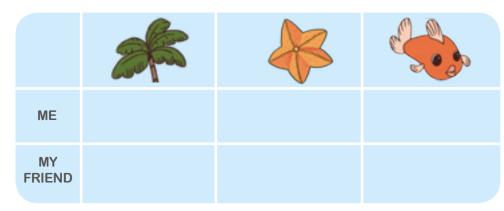
Reinforce the use of simple phrases for describing and comparing one another:

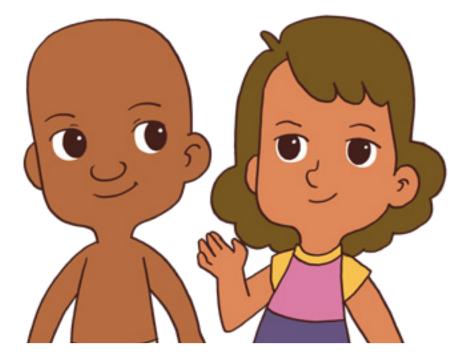
He is 7 years old, but I am 6. My hair is curly, but his hair is straight. I am short and he is short. In the following class, begin by drawing a table on the board which the children will complete with information about the likes of their partner.

Help the students to complete this task and ask simple questions about their likes using fixed phrases like: *Do you like....?* Write the information in the table for their recognition and associate it using images in the table.

Ask the kids to copy the table and draw an image which represents the questions which have been asked.

EXAMPLE:





PEDRO

RAIZAL
YOUNG
CREOLE
TALL
DOESN'T LIKE
CRAB SOUP
FIRST WAKE
BROWN
CONTINENTAL
YOUNG
SPANISH
LIKES CRAB
FIRST WAKE
BLACK EYES

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Ask each student to draw a happy face if they like each activity or a sad face if they don't like it. After ask for some volunteers to share their interests using the phrases: I like... / I don't like...

Ask the boys and girls to make questions from the table in English. Respond to the questions and draw a happy face or a sad face where appropriate.

For example: S's: Do you like fish?

Model the activity with one student so they can see what they need to do: ask the questions and depending on the response, draw a happy or sad face in the corresponding area of the table.

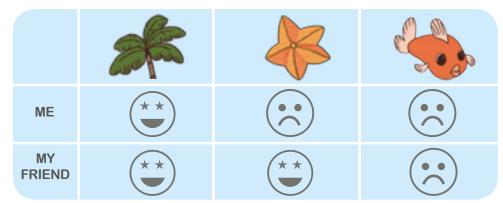
Example:

T: Do you like fish? S: No, I don't

T: Do you like the beach?

S: Yes, I do

T: Yes, I do (draw a happy face in the table) S's: Do vou like the beach? T: No I don't (draw a sad face in the table)



Ask the students to do the same with their partner and complete their tables accordingly.

Ask the children to report on how they completed their tables using expressions worked on in the class. For example: I like fish, but he doesn't like fish.

Finally bring in some guides which show different actions associated with personal hygiene and ask each student to write the time at which they and their partner do each activity.

Ask the children again to compare their routines

with that of their partner using short phrases used in previous classes:

I brush my teeth at 6 and he brushes his teeth at 6.

Help the students to complete a Venn diagram at the end of their album expressing in English all the similarities and differences which exist between them and their partner.

Ask for some volunteers to present their album in English about the similarities and differences between themselves and their partner.

Organize a campaign in English to promote respect towards the others without the regard

of gender or physical particularities. This can have a poster and students can visit the other classrooms to share and say previously studied phrases about the topic.

This stage is for the students and the teacher

to assess what they have learned and activi-

ties to extend what was done are proposed.

Self- evaluation (to be done in Spanish or Creole): Place students into small groups to assess what they have learned in the tasks. Some questions may be:

a.What did you like about this module?

b. Which were your favorite tasks? c.What difficulties did you have

while doing the tasks?

d.What did you learn about the people who live in San Andres/Providence/Santa Catalina?

e. How should we react to differences with others?

• Students discuss the questions with the help of the teacher and they summarize their answers which they may attach to their portfolio.





gender or physical particularities.

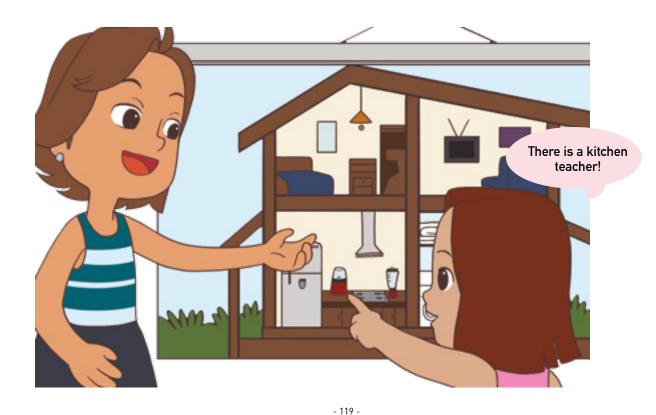


FOR LEARNING

Self- evaluation

OF LEARNING

Rubric to assess their portfolio (see appendix)



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SUGGESTED SYLLABUS

MODULE 3

ENVIRONMENT AND SOCIETY: GOAL:

I take care of my school, and my home.

Recognize, visually and orally, in English,

SUGGESTED TIME:

27-36 hours per academic period

and put in practice strategies to take care of the environment in the school.

PERFORMANCE INDICATORS

KNOW

1. Identifies the vocabulary related to school objects. 2. Recognizes the

expressions There is/ There are to describe an object or objects and the physical location. 3. Recognizes the recycling symbol. Identifies renewable

and non-renewable

materials.

1. Gives simple descriptions about his/her classroom through the use of the expressions There is/ there are.

DO

- 2. Answers simple yes- no questions to clarify the specific place some objects are found.
- 3. Makes, through imperatives, a list of the things people should do to keep a clean and organized school.
- 4. Expresses in English how to recycle waste in the classroom and at home with simple previously taught phrases.

1. Recognizes his/her responsibility to take care and to keep the school clean.

BE

2. Promotes actions to take care of the school. 3. Promotes actions of recycling at home.

21 Century Skills

LEARN

Uses his/ her interpersonal and problem solving skills to influence and lead the others towards a goal.

Learning strategies Uses rhymes and songs to learn and remember new words.



SUGGESTED CONTENTS

VOCABULARY

School objects

desk, chair, table, board, etc.

School places

classroom, office, library, patio, hall, etc.

School supplies

notebook, book, pencil, color pencil, paint, pencil case, pen, etc.

Vocabulary to take care of the

garbage, garbage can, litter, throw, paper, pick up Reduce, Reuse, Recycle

Numbers

40-60

Don't throw garbage on the floor Keep your classroom clean

Expressions to ask for location (yesno questions)

Is the book under the chair? Yes, it is / No, it's not. Is the pencil on the table? Yes, it is / No, it's not.

Grammar

There is/ There are

Prepositions of place in, on, at

Imperatives to give instructions Do / don't

English in Practice

There is a book on the desk. There are 15 pencils in the pencil

Is the book under the chair? Yes, it is / No. it's not. Is the pencil on the table? Yes, it is / No, it's not. Take care of your school. Raise your hand Don't eat in class Put it in the can.

Sociolinguistic/Intercultural

Worrying about and respecting school environment.

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METHODOLOGICAL AND ASSESSMENT SUGGESTIONS



ECO: Cartilla estudiante, Objects of the classroom: Unit 1 Lesson 3.

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.



SOCIAL SCIENCES Review the concept of the school and the places inside

Bring a picture of a school (It would be best if it is a real picture of the institution). Use Spanish or Creole to check with students the places of the school. Then introduce that vocabulary in English.



PREPARATION FOR THE TASK

ABC: Poster 9 My classroom

2 Verify the vocabulary, in English, recently learned, and have students make a simple description of the school emphasizing on the expressions there is/ there are. (Emphasize on the fact that we use there is for singular and there are for plural).



Inclusion: Use lists of vocabulary and memorization techniques for those students with speacial learning needs

- Bring a picture of the classroom and revise in English, the objects that are inside the room. Introduce the vocabulary of those objects. Make simple descriptions of the classroom through the use of there is and there are.
- Review, in English, the vocabulary of the classroom objects and describe where they are placed through the use of the prepositions in, on, at. Use the question suggested to ask for clarification as in the example that follows: Is there a book under the table? Elicit answers from students.

Present a visual story about the three R's and taking care of the environment. Through this video you can introduce the concepts Reduce, Recycle and Reuse as strategies to take care of the environment. Focus their attention towards the images and the comprehension of what is happening in the video, even if the children do not understand the written language. For example: The three R's for kids: www.youtube.com/watch?v=Tjn-NOCbuoCA

- Through the revision of the imperatives, check the rules of the classroom using body language when needed. Example: Don't eat in class, Keep the classroom clean, Raise your hand, and Don't speak when the teacher is giving the lesson.
- Introduce didactic materials, in English, to practice the new vocabulary; such as, worksheets in which students can match, fill in the blank, draw pictures, or use the vocabulary related to the school and classroom objects.



SPANIS

Review the concept of singular and plural.



FOR LEARNING

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more.

OF LEARNING

Vocabulary guizzes and worksheets.

This stage is centered on the activities for the student. Here are some possible tasks that students can do:

- Students may work on written activities where they practice the vocabulary learned, in English, through matching or drawing pictures. It is important to have an example and a word bank on the board for students to see the options.
- Students may draw pictures about the objects of the classroom or places around the school. Then, they might practice simple oral descriptions in English, about themselves.
- With the students, make a list in English, of the actions recommended to have a clean school. Example: Don't throw papers on the floor, Keep your classroom clean.



Inclusion: in this task you can emphasize on the nature of the school: rural, semi-rural, urban area, and make emphasis on how to take care of it

Help the learners make posters in English, about important actions to take care of the school.



FOR LEARNING

Students check their drafts of the different tasks proposed with checklists or peer feedback.

Allow students to do second and even third drafts.

OF LEARNING

Check final drafts of: posters and oral presentation scripts with rubric.



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INTEGRATED INTERCULTURAL TASKS AND PROJECTS: MY ROOM, MY HOME

This TPII aims to generate reflection about the effects which our actions have on the environment, specifically at home and at school. In this activity, it is suggested to use the song "I'm from the island of San Andres" to create significant connections among the children which will facilitate the learning of English and generate commitment to care for their environment. At the end of this TPII the students will have created a campaign to care for the environment in the classroom and in the home. In this first module, they will work on posters for recycling. A pedagogical sequence for the suggested work is now presented.

Ask the students if they know the song *Soy de la Isla de San Andrés*. If they know the song, sing it together. If not, teach them the song first and sing it as a group. It is recommended that each class begins by learning and singing a verse of the song:

SOY DE LA ISLA DE SAN ANDRES

Soy de la isla de San Andrés La bella isla de hermosas playas Donde las olas vienen y van. Las olas altas fueron mi cuna Que me arrullaron, bajo la luna Cerca del mar. Coro

San Andrés, mi San Andrés Linda isla llena de ensueño De luz y amor. San Andrés, mi San Andrés Del Caribe tu eres la perla de más valor

San Andrés, mi San Andrés
Del Caribe tu eres la perla más valor.
Y nuestra isla progresará
En un futuro será un baluarte
De gran turismo y prosperidad.
Nuestro gobierno, emprendedor
Sabrá llevarte hasta la cumbre

De vencedor San Andrés,mi San Andrés Del Caribe tu eres la perla de más valor.



Local culture: Use the poster My Island

T: What is it? (It's San Andrés/ Providencia/ Santa Catalina)
Use the map of San Andres, Providence and Santa
Catalina with the principal locations marked. Stick it on
the board and mark where the school is situated as a
demonstration for the children:

T: This is San Andrés and this is our school. Our school is in Neighborhood.

Give the students a map of the department so that each student can color it and stick it in their notebook..

Ask the students to locate their school on the map and write: *My school*

In the next class, bring to the classroom recyclable and non-recyclable objects which they can find around the school (a piece of used paper, a soda can, a plastic bottle, food waste). Review the vocabulary or teach it if it is new. Δsk .

What is this? This is ... (a piece of paper, a can of soda, a bottle, an Apple, garbage...)
Where can you see this? (at school, in the garbage)

Show them the recycling symbol and ask what it is to confirm what the children remember it from module four and recognize it.

What is this?



Explore with the group what they remember about recycling and its importance. Allow this reflection to be given in Spanish or Creole according to their needs. Guide the reflection towards how they can help to care for their local environment by classifying the waste. Draw four garbage cans with different signs on each one.



Show the drawings of the different objects which had been presented in class and demonstrate how to classify them through the question: Where can we put the...? Encourage the children to use the phrase: Put it in the.... can.

Stick the images in the appropriate container.

Hand each child a drawing of the waste which belongs to each of the recycling groups. Have each student name each of them, giving assistance where necessary.

Ask each student to raise their hand and ask: Where can we put the...?, Encourage the other students to respond: Put it in the...... Indicate to the child to put the drawing in the container which corresponds to it on the board. Draw the following table on the board to classify the garbage and have the children copy it into their notebook. Example:

CAN USE AGAIN	CAN'T USE AGAIN	

Take one of the drawings from the board and ask: Can we use this again? (Yes, we can / No, we can't). Stick the drawing in the place on the board where it belongs. Have the children complete the table with the thrash which can be used again or not.

Invite some volunteers to say an example using one of the recyclable ítems. Encourage the use of the phrase: **We can use....... again.**

We can't use..... again.

Take the children out of the classroom and do a walk around the school grounds with a bag or some other container to collect ítems which are recyclable. Once back in the classroom have the children present what they found using the language that they have practiced: *This is......*

We put it in the.....can. We can/can't use it again.

Help the students to work on signs to label the waste at home. Give each student a sheet with words written on it which they can paint or decorate how they choose.

Motivate the students to bring the signs home and promote the classification of waste.

Get the children to observe and keep a diary of examples of classified waste at home so they can share it with the class.

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MINEDUCACIÓN

This stage is for the students and the teacher to assess what they have learned, and activities to extend what was done are proposed.

- Organize a campaign in English, to clean the school and take care of the objects and places within.
- Self- evaluation To be done in Spanish or Creolel: Place students into small groups to assess what they have learned in the tasks. Some questions may be:
 - a. What did you like about this module?
 - **b.** Which were your favorite tasks?
- SOCIAL SCIENCES:

SPANISH:

Review the concept of the school and the places inside

Review the concept of singular and

- c. What difficulties did you have while doing the tasks?
- **d**. What did you learn about your local context?
- e. How can you help to conserve your classroom, school and home?

Students discuss the questions with the help of the teacher and they summarize their answers which they may attach to their portfolio.



FOR LEARNING

Self- evaluation

OF LEARNING

Rubric to assess their portfolio (see appendix)





You are right!

SUGGESTED SYLLABUS

MODULE 4

A GLOBAL VILLAGE: GOAL:

I help at home

Express and promote, in English, colla-

boration in their family.

SUGGESTED TIME:

DO

27-36 hours per academic period

PERFORMANCE INDICATORS

KNOW

1. Identifies simple words and phrases referred to saving habits.

2. Recognizes some actions that can optimize conservation habits at home and mentions them in Enalish. 3. Identifies the different uses of water that are made

at home.

1. Describes, with simple words and phrases, the objects that are in the house.

2. Makes a list of actions that optimize conservation at home. 3. Describe in English the uses and abuses of water in your home. 4. Expresses orally an eco-commitment for caring and saving at home

BE

1. Promotes sustainable conservation of resources and habits among the members of the family. 2. Appreciates the importance of conservation habits. 3. Commits to concrete actions for caring and saving at

home.

LEARN

21st Century Skills Uses information to make decisions according to his/ her age.

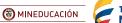
Learning strategies

Reinforces the learning of new things when he/ she identifies where it is located (on the board, a page number, on a street sign).

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Colombia Bilingüe MINEDUCACIÓN









SUGGESTED CONTENTS

VOCABULARY

Vocabulary to review

- Transition Module 3: Parts of the house

House objects

Grammar

lights, tap, TV, radio, fridge, fan, iron, lamp. Bed, table, shower, night table, chair, sofa, etc.

Verbs switch

plug / unplug connect / disconnect save waste wash drink

Numbers

Review 1-60 60-80

water

English in Practice

First grade Module 3 This is a lamp / The lamp is big. Imperatives (do/don't), There is a bed in my bedroom. There is/there are There are two bedrooms in my house.

Turn off the TV Disconnect the computer Don't leave the lights on.

Sociolinguistic/Intercultural

Expressions

Turn on /off

Disconnect the...

Don't leave the...on

Save water / save energy

Close the tap...

It is on / It is off

We use water to...

I promise I will...

Raising awareness about sustainable consumption habits.

Doing actions to improve consumption habits at home.

ECO: Student's booklet

METHODOLOGICAL AND ASSESSMENT

SUGGESTIONS MODULE 4



The house: Unit 3 lesson 1. ECO: Unit 17 lesson 2.

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.

Bring pictures of a house and the elements found in it. Through the use of those pictures, introduce the basic vocabulary in English, of the house and the objects found inside.



ABC: Poster 13 My house.

By using the picture of the interior of a house, model the description of the house and the objects located within. It is recommended to do the description through the use of the vocabulary recently learned in English, the expressions there is/ there are and the prepositions in/on/at. For example: There is a T.V. in the living room/ There are two beds in the bedroom. Motivate students to help you with this description in English.



Review the concept of the house, the places inside and the objects there. As well as sustainable consumption habits at home.

- Review with the students the elements they have at home and ask them to describe the position of those objects by using the already learned expressions: There is/there are.
 - Show to the students a video about saving energy at home. For example, Energy, let's save it shows images in which boys and girls can recognize actions that waste energy: www.youtube.com/watch?v=1-g73ty9v04
 - Through the video Let's go save water focus the attention of children on the message and help them to learn the song even if they

do not understand the entire lyric: www.youtube.com/watch?v=ZcCAkWT7df4

• Through these videos activate students' prior knowledge about responsible consumption practices at home. Introduce the expressions in English that indicate consumption at home.



Review the concept of singular and plural.

While reviewing the imperatives, check the possible ways to save energy and water at home. For example: Turn off the TV when you are not watching it. Turn off the lights when you leave the room.



Inclusion: Talk to the kids (in Spanish) about the differences between social and economic status and how this influences the expenses of public services. Make a reflection about the equity that should exist between people that belong to different social status.

Introduce didactic materials to practice the new vocabulary in English with worksheets in which students can match, complete, draw pictures, etc. using the vocabulary related to the house and consumption practices at home.



FOR LEARNING

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more.

OF LEARNING

Vocabulary quizzes and worksheets.

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This stage is centered on the activities for the student. Here are some possible tasks that students can do:

- Students may work on oral activities where they practice the vocabulary learned in English through matching, or drawing pictures. It is important that the teacher gives enough examples and a word bank on the board that help the children to do the activities by themselves through the known pictures.
- 2 Students may draw pictures about the objects they have at home or even better if they can bring real pictures of their house. Then, they can do simple oral descriptions by using the vocabulary studied.
- Help students to make a list of the actions that should be practiced at home in order to be responsible with the consumption at home and make a sustainable contribution to the environment. You can give them some phrases in English and they match them after hearing the action. For example: Don't leave the tap open, Turn the lights off.



ECO: Student book
Physical description: unit 4 lesson 1;
unit 4 lesson 3

- Watch a video in English about how to take care of the environment. For example: Planet Earth: http://learnenglishkids.britishcouncil.org/en/short-stories/planet-earth
- Pre-listening (before listening): As preparation to watch the video, bring some flashcards with pictures related to the vocabulary studied about sustainable consumption habits. The students can practice the module vocabulary that will appear in the video (home, hot, ocean,

lights etc). Write the words on the board and the children have to match the word with the corresponding image.

- While listening (during the listening): Watch the video once for kids to enjoy the story. Play it once again and stop it at certain times to ask comprehension questions in English about the story.
- Post-listening (after listening): After watching the video, you can give to the students a piece of paper with activities based on the video for them to do. These, may include drawing pictures about the story, imagining another end for it, choosing their favorite character, among others.
- Help the students to make posters in English, that represent important actions for sustainable consumption at home and with the members of the family.



FOR LEARNING

Students check their drafts of the different tasks proposed with checklists or peer feedback.

Allow students to do second and even third drafts.

OF LEARNING

Check final drafts of: posters and oral presentation scripts with rubric.

INTEGRATED INTERCULTURAL TASKS AND PROJECTS: MY ROOM, MY HOME

This TPII aims to generate a reflection on the use or abuse of water in the home. Furthermore, it is expected that each student will make a personal eco-commitment about saving in the home. In this activity it is suggested again to use the song "I'm from the island of San Andres" at the beginning of each class to contextualize the work and generate significant connections in the learners. For this TPII, it is suggested to once again use the poster "My Island" to contextualize the theme to work on. Show them where your home is on the map:

T: This is my house. My house is in neighborhood. Where is your house?

Have the children locate their home on the map. In the event that they need help, review the location of neighborhoods on the map.

T: This is (name of neighborhood)...

Ask some students to state where their home is.

T: Where is your house?

S'S: This is my house. It is in (name of neighborhood).

Invite the students to ask one another *Where is your house?* Show the children the image of a house and tell them: *This is my house.*

Show images or words of different objects of the house which were studied in the module (lights, tap, TV, radio, fridge, fan, iron, lamp, bed, table, shower, night table, chair, sofa, etc.) and review pronunciation and meaning. Draw a plan of a house on the board for the listening activity which will be carried out. Give each child a plan and ask them to listen carefully to the description and draw the objects which they hear the teacher give.

EXAMPLE:

There is a TV in the living room.

There are 4 chairs in the dining room.

Organize the group in pairs. Give each student a new plan of the house and ask them to describe the objects of their home for their partner who will draw them based on the



description they hear. Once the first description is finished, they can change roles.

As homework, have the students observe the uses of water in their home. What is it used for daily? (to brush my teeth, to take a shower). Write 5 uses of water at home. Make it clear that they can bring in responses in Spanish or Creole based on their own situation.

In the following class, show the students a glass of water and ask:

What is this? (water)

Where can you see water? (at home, in the rain, sea)
What do you use water for? (to brush my teeth, take a shower, drink)

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Show images of different uses of water: wash hands, brush teeth, take a shower, cook, drink. Give some of the students the images and have them mimic that use of water. Ask the group to guess the action in English.

Hand out a work guide which identifies the different uses of water in the home. Ask the students to mark with an X the uses which they do at home. Draw two other uses of water if necessary.

Invite some volunteers to share the uses of water in their homes. Encourage the use of the complete phrase: *We use water to...*

Show images of good and bad uses of water and ask the students to use mimic to express if it is a good or bad use of water, and to use the imperative to express good practice at home. Encourage them to use expressions which were learned in module 4 (Close the tap, Don't waste water, save water)

As homework, have the students observe the good actions and one bad actions regarding the use of water in their home and have them draw them in their notebook.

In the next class, ask for some volunteers to share the good and bad uses of water in their home. Ask the children to think of the actions which do not help to care for the school and their home. Allow that this reflection be done in Spanish or Creole where necessary.

Take images of actions which promote and images which don't promote care of the environment. Review vocabulary which was studied in module 4: (turn on the ..., turn off the..., disconnect the ..., close the tap, leave the ... on, It is on /It is off, switch, plug, unplug, connect, save, waste)

Show images and ask for the word:

What is this?(Turn off the lights) Is it good or bad? It's good/bad

Ask the students to respond orally and have them show with their hand if it's a good or bad action:

Thumbs up if it's good / Thumbs down if it's bad.

Divide the table into two parts and write: DO'S / DON'TS. Give each student an image with either a good or bad action for the environment. Repeat some images depending on the number of students in the class.

Have each child stand up, show their image and say a complete phrase promoting care of the environment using **Do or Don't**. After, stick the image on the side of the board to which it corresponds.

Have the children think of an action which could help the local environment near their home, or in school and tell them to draw this action on a colored sheet of paper. Show them the image and tell them: *This is my promise:* Explain the significance of the expression: *I promise I will....* (action).

It is not necessary to explain the use of will at this moment, just emphasise that this is one way to make a promise of something.

Finally have some volunteers share their drawings and their commitment in English.

Stick the drawings on the wall and have the title "We promise, we will" in the classroom as a reminder of everyone's commitment.

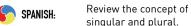


This stage is for the students and the teacher to assess what they have learned, and activities to extend what was done are proposed.

- Organize a campaign, in English, to promote sustainable consumption habits at home.
 - Self- evaluation (in Spanish or Creole): Place students into small groups to assess what they have learned in the tasks. Some questions may be:
 - **a.** What did you like about this module?
 - **b**. Which were your favorite tasks?
 - **c**. What difficulties did you have while doing the tasks?



Review the concept of the house, the places inside and the objects there. As well as sustainable consumption habits at home.



- **d.** What did you learn about your home and your school?
- **e**. How can you comply with the eco-commitment you made?

Students discuss the questions with the help of the teacher and they summarize their answers which they may attach to their portfolios.

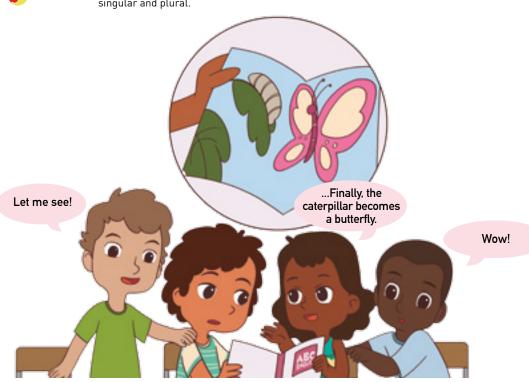


FOR LEARNING

Self- evaluation

OF LEARNING

Rubric to assess their portfolio (see appendix)



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S E C O N D GRADE

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BASIC LEARNING RIGHTS

- Expresses simple ideas about topics he/she already knows, using simple words or phrases.
- Understands the sequence of a simple short story about familiar topics and retells it using pictures and previously studied words
- Exchanges personal information such as name, age, and where he/she comes from with classmates and teachers, using short simple sentences modeled by the teacher.
- Describes cultural aspects of his/her immediate environment, using known words and expression.

The following chart belongs to the scope and sequence with all the information related to the suggested modules for Second Grade during the school year.

SCOPE AND SEQUENCE

SUGGESTED LEVEL: Pre- A1.1 Second Grade

GOAL

LANGUAGE FUNCTIONS

OBJECTIVES

MODULE 1: Health and life I HAVE HEALTHY HABITS IN THE PLACE WHERE I LIVE (27-36 hours)

Identify and express in a simple way in English some of the benefits of exercising and having a balanced diet in his/her holistic growth.

Ask and give simple information about their favorite foods. Describe actions that help us to have a healthy life. Describe his/her diet in using simple vocabulary.

Identify simple words and phrases related to food and food habits. Exchange, in a simple way, information about their preferences in food habits. Describe, orally and in writing, using visual aids, healthy eating habits. Locate and name different neighborhoods in San Andres in English.

MODULE 2: Peace and living together I KNOW MY RIGHTS AND DUTIES IN THE PLACE WHERE I LIVE (27-36hours)

Identify and mention in English the most important rights of boys and girls in their families and school and places where they live.

Ask and give simple information about their rights. Give and follow simple instructions. Exchange information about what they can or can't do regarding their rights. Describe a place and express the norms to follow in that place.

Recognize simple words or phrases related to the rights of boys and girls. Number actions to respect the rights of boys and girls through simple phrases previously practiced. Understand simple phrases in short oral or written texts, such as tales with images.

Promote a visit to a place and the norms to follow in that place.

MODULE 3: **Environment and** society I APPRECIATE OUR **BIODIVERSITY** (27-36 hours)

Distinguish and describe in English some characteristics and the importance of other living things in their context.

Describe other living things and the place where they can be found. Ask and give basic information about other living things in their context. Give instructions in English in the classroom. Identify simple phrases and words about other living things around him/

Mention some physical characteristics of some other living things. Understand simple phrases in short oral or written texts, by using images related to other living things.

MODULE 4: A global village I RECOGNIZE OTHER **CULTURES** (27-36 hours)

Describe with simple vocabulary in English some cultural differences (traditions, celebrations) among several communities and show respect towards them.

Express likes about cultural activities. Describe what others are doing at the moment of speaking. Mention basic customs of his/her region.

Identify simple words and phrases related to cultural traditions in a community. Describe in English a celebration from their own culture. Understand a sequence of events in a short written or oral text in English with the support of images.

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SUGGESTED SYLLABUS

MODULE 1

HEALTH AND LIFE: GOAL:

I have healthy habits in the place where I live.

Identify and express in a simple way in English some of the benefits of exercising and having a balanced diet in his/her

SUGGESTED TIME:

DO

1. Classifies and mentions

healthy and unhealthy

food and drinks in his/her

immediate context.

27-36 hours per academic period

holistic growth.

PERFORMANCE INDICATORS

KNOW

1. Identifies the vocabulary related to common food in his/her context.

- 2. Recognizes words and expressions that indicate habits to be healthy
- 3. Identifies vocabulary and expressions about possible reasons why health problems may develop. 4. Identifies the

original names of

neighborhoods of San

Andres in English.

2. Classifies the activities that foster a good health and mentions them. 3. Participates in a short conversation about food and habits to have a healthy life. 4. Makes a list of food and habits to have a healthy life, supported by images. 5. Locates and names the different neighborhoods of San Andres in English.

1. Promotes important actions regarding the practice of good eating habits to have a healthy

BE

LEARN

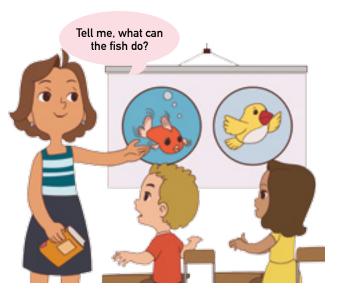
Listens respectfully to the ideas

Learning strategies

Practices the pronunciation of the new words.



21st Century Skills exposed by the others.



SUGGESTED CONTENTS

VOCABULARY

Vocabulary to review

- Transition Module: Body parts

Healthy food

Fruits

apple, pear, grapes, mango, plum, guava, banana, passion fruit, blackberry, etc. Vegetables tomato, onion, pepper, beans, cucumber, beet, lettuce, cabbage, etc. Rice, Soup, Meat, Chicken, Fish Juice Water

rondón, crab, seasnail, breadfruit, coconut, balls

Sports

soccer, swim, basketball, volleyball, cycling, athletics, etc.

Outdoor activities

jogging, walking, working out, etc.

Numbers

Review 1-80 81-100

Expressions

We have to eat ... We need to practice... Do you practice any sport? What is your favorite food? Do you like... (walking, jogging, etc.) Do you like ... (to walk, to jog, etc.) It's in....(neighborhood)

Grammar

Simple present

English in practice

We have to eat healthy food. We need to eat fruits and vegetables.

I like bananas and mangoes. I don't like lettuce.

I drink passion fruit juice.

I eat chicken soup. I like playing soccer.

I don't like to walk.

Sociolinguistic/ Intercultural

Worrying about those around him/ her in the immediate context.

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METHODOLOGICAL AND ASSESSMENT SUGGESTIONS

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.

Ask questions to students about common food products in his/her region. Write the answers on the board in English even when the students mention them in Spanish or Creole (rondón, crab, sea-nail,breadfruit, coconut, soup, rice, fish, fruits,



PREPARATION FOR THE TASK

ABC: Flashcards - Food.

• To introduce the topic, show a video related to the topic. It can be in Spanish but it is better if the video is in English. The following links can be used:

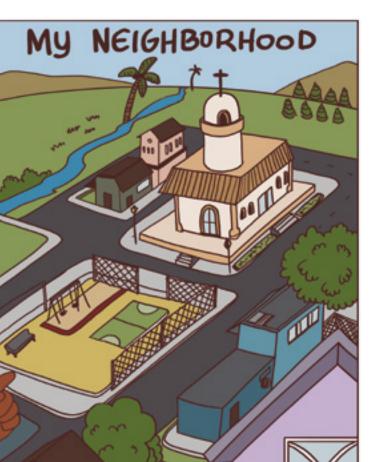
Basic vocabulary about healthy food: www.youtube.com/watch?v=UaqISEs_uj0 Do you like broccoli ice cream:: www.youtube.com/watch?v=frN3nvhIHUk Food vocabulary: www.youtube.com/watch?v=lW5TXrKbsq4 www.youtube.com/watch?v=UssT9E-WCDU

- Bring pictures of food as well as images of activities that foster a healthy life. Show them to the learners and ask them questions about the topic to activate prior knowledge:
 - What do you see in the pictures?
 - What is your favorite food?
 - What is the food you don't like?
 - What is your favorite sport?
 - What is the sport you don't like?





METHODOLOGICAL AND ASSESSMENT SUGGESTIONS



• Students may answer in Spanish or Creole. While they answer, you can write in English the keywords on the board (fruits, tomato, chicken, soup, apple, etc.).



ECO: Unit 17 lesson 2

- Use flashcards with the vocabulary in English from the module.
- Introduce didactic materials to practice the new vocabulary worksheets in which students can:
 - a) Color different food products and practice the pronunciation in English: apple, pear, mango, chicken, soup.
 - **b)** Match the picture of the food and mention it in English.
 - c) Classify fruits, vegetables, drinks and meat in a chart.



FOR LEARNING

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more.

OF LEARNING

Vocabulary quizzes and worksheets.

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This stage is centered on the activities for the student. Here are some possible tasks that students can do:

Design a simple questionnaire in English, with the help of the teacher to ask classmates questions such as: Ex: What fruits do you like? What fruits don't you like?

> Explain to students that they can use the same type of language to ask about the sports they like or don't like.

- What is your favorite sport?
- What is the sport you don't like?
- Introduce the vocabulary in English of sports that are most played at school (soccer, basketball, baseball, volleyball, etc.).
- Guide them through the construction of a simple questionnaire based on the questions previously suggested. The students can ask these questions in English to their classmates and register the answers in a simple chart like the one presented below. Collect the data in a chart to present the results to their classmates. The kids will share what their favorite fruits are and the ones they don't like, according to their results. This activity may be done at home with the members of the family.

SUGGESTED TASKS

Fruits you like	Fruits you don't like	Sports you like	Sports you don't like





Presenting the results of a questionnaire

- Design a poster in English with pictures about habits that show how to have a healthy life.
- Organize simple oral presentations in English in which the students may present their favorite fruit. They can tell the color of the fruit, its flavor, the region in which they can find it, all in English. Before finishing the class, the teacher may mix all the fruits to prepare a big salad to be shared among the students. They can also learn about the food pyramid.

Ex: My favorite fruit is the Apple. It is red and sweet.

Watch a video, this time in English, about different types of food.

> For example: The hungry dragon: http://learnenglishkids.britishcouncil.org/en/short-stories/ the-hungry-dragon



Didactic idea: you can organize the children in groups, combining their talents in order to complement their work during the presentations









Inclusion: talk to the students (in Spanish) about the life of Colombian players that emerged from poor conditions and inequity and how they have overcome that situation through effort, dedication and discipline.

- Pre-listening (before listening): as a preparation to watch the video, bring some flashcards with the pictures of the vocabulary studied about food. The students can practice the module vocabulary that will appear in the video (chicken, fish, beans, rice, etc). Write the words on the board and the children have to match the word with the corresponding image.
- While listening (during listening): Watch the video once for kids to enjoy the story. Play it once again and stop it at certain times to ask comprehension questions in English about the story.
- Post-listening (after listening): After watching the video, you can give to the students a piece of paper with activities based on the video for them to do. These, may include drawing pictures about the story, imagining another end for it, choosing their favorite character, among others. The worksheet can be downloaded

and printed from http://learnenglishkids. britishcouncil.org/sites/kids/files/attachment/ stories-the-hungry-dragon-2012-11-28.pdf

Organize simple oral presentations in English in which students can present their favorite sport. Say the name and, if possible, a player they admire, with some information about him or her. It is important that you model the activity first for them to have a guide to follow.

Example: My favorite sport is soccer. It is a popular sport in Colombia. My favorite soccer player is James Rodriguez, he is from... and he is really good.



FOR LEARNING

Students check their drafts of the different tasks proposed with checklists or peer feedback.

Allow students to do second and even third drafts.

OF LEARNING

Check final drafts of: posters and oral presentation scripts with rubric. Administer vocabulary and content quizzes

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MINEDUCACIÓN

POST-TASK

INTEGRATED INTERCULTURAL TASKS **AND PROJECTS:** MY ISLAND, YOUR ISLAND

San Andrés, Providence and Santa Catalina is a department which is renowned for its beautiful places and the variety of activities it offers to any inhabitant or visitor. In this methodological sequence, the purpose is to exploit the knowledge of the children regarding important places in their local environment in order to promote the development of linguistic competencies in English. In this TPII, it is proposed to work with a song which is very connected to the identity of the department: San Andrés mi tierra linda keeping in mind the tradition and musical taste of the students and teachers of the department. Apart from the recognition of San Andres as their department, it will promote the design of a large map of the island with the original names of the neighborhoods in English. Bring images related to the department (map, flag, typical food, animals of the department) to set the scene in the class.

Contextualize the activities to be done by asking:

T: Where do we live?

S'S: In San Andrés Islands / Providencia / Santa Catalina T: What are the characteristics of ... San Andrés. Providencia. Santa Catalina?

S'S: It's... (big, beautiful...)

Ask if they know the anthem of San Andres (the song San Andres mi tierra linda). If they know the song, sing it together. On the contrary, teach it first and then sing it with the group.

San Andrés mi tierra linda, Con sus aguas de cristal. Por eso me siento orgullosa De mi tierra tropical. Palmeras las más bonitas, No te vayas a olvidar,

Yo te lo aseguro, no tiene rival,

En la América Central...... Yo te lo aseguro, no tiene En la América Central.

Ask: How do you feel when you sing this song? Encourage the response in English using the expression *I feel*... Tell the students that a teacher from San Andres translated the song to sing in English and that they are going to learn it in English.

SAN ANDRÉS MY BEAUTIFUL ISLAND BY BRICEÑA CORPUS

San Andres my beautiful island with her waters all around. And that's why I am feeling so proud Of this little tropical land.

The most beautiful coconut

And the whitest sand you see... You cannot forget her, that I can assure For you will come back some day.... And you can believe it, that you'll never find, anyone like her nowhere.

Bring the song written on a poster and ask the children to write it down in their notebooks and sing it together. Ask the students to write in their notebooks the phrase My Beautiful San Andrés, accompany it with a drawing which represents the department and a short description of some things they like to do in San Andres. Ask for some volunteers to present their drawing in a spoken form.

In the next class, show them the poster My Island and explore whether the children recognise the department. T: What is it? (It's San Andrés/ Providencia/ Santa Catalina) Stick the map on the board and locate the school as a model for the children:

T: This is San Andrés and this is our school. Our school is in (name of neighborhood)

Give a map of San Andres/Providence/Santa Catalina for every student to color and stick in their notebook. Ask the children to locate their school on the map and write: My school

Ask the children to locate their home on the map. In case they need help, review the location of the neighborhoods on the map.

T: This is..... name of neighborhood.

Take this opportunity to remind/teach the children the original names of the neighborhoods in English. Read the poem below about the raizal neighborhoods. Ask for some volunteers to locate on the map the neighborhoods which the teacher is going to mention.

OUR LITTLE PARADISE BY BRICEÑA CORPUS

Where the angels and cherubs Flying over you will see it there Lying in the blue Caribean Sea.

It's well design sea horse shape And it's beautiful landscape Left us without any other choice But this beautiful PARADISE.

Traveling along our PARADISE Beautiful places you will find You just have to walk and ask For our people are very kind.

Schooner Bight, Cove and North End Cove Sea side, Lynval and South End School House, Barrack and Sound Bay

plum Bav

> Tom Hooker, Elsy Bar and Clay Mount Pax Hole, Bay and May Mount Duppy Gully, Hill Top and **Ground Road** Ocation. Call, Hophie and Back Road.

Plat Form, Simpson Well and Orange Hill Smith Channel, Zotas and Lions Hill Fisher Rock, Bight and Pepper Hill Harmony Hall Hill, Cliff and Perry Hill.

Black Dog, Genie Bay and Flowers Hill Boobie Rock, Big Pond and Little Hill

Morris Landing, Roke and Mission Hill Red Ground, Sarie Bay and Brooks Hill.

Let us fight to protect her then And just try to do the things

To conserve her from now on As our Sea Flower Biosphere Reserve Zone.

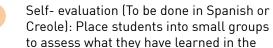
Ask some children to express where their home is. T: Where is your house? S'S: This is my house. It is in name of neighbor-

Invite the students to ask one another Where is your house? And respond with the name of the neighborhoods in English.

As homework, ask the children to, with the help of their parents, locate on the map the most important places on the island.

In the next classes, bring necessary materials to create a giant map of the island and ask the kids to draw something characteristic of the places which were investigated in the homework and to locate them on the map. Promote the use of the taught phrase: This is... (place). It is in Neighborhood.

This stage is for the students and the teacher to assess what they have learned ,and activities to extend what they have done are proposed



Creole): Place students into small groups to assess what they have learned in the tasks. Some questions may be:

- a. What did you like about this module?
- b. Which were your favorite tasks?
- c. What difficulties did you have while doing the tasks?
- d. What did you learn about your depart-

Write, in English, an action plan to do at home with their families to establish habits to have a healthy life. For this, it is important that you write the list of healthy habits on the board for them to give their contributions.



NATURAL studying fruits and vegetables



presenting the results of a questionnaire



FOR LEARNING

Self- evaluation

OF LEARNING

Rubric to assess their portfolio (see appendix)





(6) MINEDUCACIÓN

MODULE 2

PEACE AND LIVING TOGETHER: GOAL:

I know my rights and duties in the place where I live

Identify and mention in English the most important rights of boys and girls in their families and school and place where they

SUGGESTED TIME:

27-36 hours per academic period

PERFORMANCE INDICATORS

1. Identifies the words what/who/where to ask questions. 2. Identifies simple words of the vocabulary related to the rights of boys and girls. 3. Identify words

related to the most

important places of

the island.

KNOW

1. Answers simple questions with what/who/where with a single word.

DO

- 2. Makes a simple list about the things students can do in their immediate context.
- 3. Gives instructions getting along with others, about good habits of coexistence through the use of imperatives. 4. Introduces himself/ herself
- and his/her classmates through the use of simple expressions. 5. Identifies the general idea of a story with images related to the rights of boys and girls.
- **6.** Promotes the visit to a place and norms to follow in that place.

- BE
- 1. Respects his/her classmates. 2. Celebrates the knowledge he/she has about his/her rights and the rights of other members of
- the community. 3. Identifies and follows the norms of behaviour in the places of the island.

LEARN

- 21st Century Skills Adapts easily to
- change and assumes responsibility.

Learning strategies Asks for repetition when something is

difficult to understand in English.

Did you do the homework?



Do we have homework?

SUGGESTED CONTENTS

VOCABULARY

Vocabulary to review

Module 1: games and toys - Transition Module 2: Emotions -1° Module 1 de : question words 1º Module 2 de : adjectives for physical descriptions

Entertainment activities

go to the movies, go to the beach, play with parents/friends

Words related to school

classmates, teachers, principal, study, do homework, etc.

Adjectives

tall, short, blonde, black, curly, straight, brunette, etc.

Question words what/who/where

Numbers

Review 1-100

Expressions related to children's rights:

Respect Protection Receive love Have education I like/ I don't like

Expressions to review

From 1st Grade Module 2: Expressions related to children's rights

Grammar

Can/ Can't Simple WH- questions

Grammar to review

- 2° Module 1: Simple present - 1° Module 2 : Verb To Be, **Imperatives**

English in practice

with my toys.

I have the right to...

- ...have education. ...have protection.
- ...receive love.

I like to go to the movies with my parents. I don't like to work. I like to play

Recognizing the qualities in others.

Respecting the rights of others.

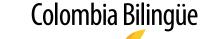
Sociolinguistic/Intercultural

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METHODOLOGICAL AND ASSESSMENT SUGGESTIONS

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.

To introduce the topic, you can show this video in Spanish to make sure that the boys and girls understand the topic:

'Los derechos de los niños': www.youtube. com/watch?v=ZImlus9eEHs

Bring a poster related to the rights of boys and girls in Colombia. Share with the class what they know about it.



PREPARATION FOR THE TASK

Review the rights of the students

- Show students a variety of pictures that symbolize their and others 'rights that demonstrate a violation of those rights. For example, pictures about kids attending a doctor's appointment, playing in the park, attending school, among others. In the case of those images violating rights, they may be about kids working, dirty or on the streets. Students identify which pictures belong to their rights. Then, the teacher introduces, orally, the vocabulary referred to rights. For example: I can play/ I can study/ I can tell my opinion/ I can go to school
- Bring pictures of emoticons that reflect different feelings to introduce the vocabulary in English, related to emotions and feelings (happy, sad, surprised, angry, nervous, etc.). Through games such as "Simon Says" it is possible to reinforce the vocabulary and at the same time practice the pronunciation. It is recommended to use body language.

5

If possible, show a video to reinforce emotive vocabulary:

If you're happy: www.youtube.com/watch?-v=l4WNrvVjiTw&index=6&list=RDajg1ebnm3lo Learn feelings and emotions for kids: www. youtube.com/watch?v=37w9JjUWN30

Learning this vocabulary may be considered as an advantage to describe the classmates.

Introduce didactic materials to practice the new vocabulary e.g. worksheets in which students can match, fill in the blanks, draw pictures, etc. using the vocabulary in English related to rights and responsibilities.



- Pre-listening (before listening): before listening to the song, pre- teach the vocabulary students may need. You can give them a worksheet in which they match images with words. As a preparation, you can also show pictures related to the lyrics and the title and ask the students to talk to their classmates (in Spanish or Creole) about what they think the song may be about.
- While listening (during the listening): while they listen to the song, give them the lyrics with some blanks that they have to fill with the already studied words in the pre-listening stage. It is important that you join them doing the activity on the board for them to have a model to follow.
- Post-listening (after listening): They sing the

METHODOLOGICAL AND ASSESSMENT SUGGESTIONS

• Post-listening (after listening): They sing the song once they have it complete.

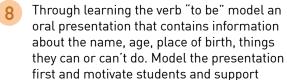


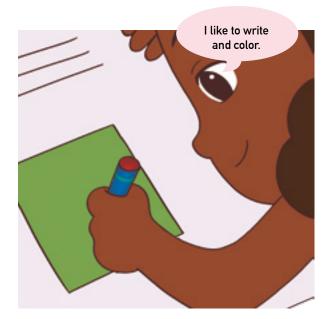
them to do it.

ECO: Student's Booklet Physical description: unit 4 lesson 1; unit 4 lesson 3

Videos about what they can do/ can't do:

Can you swim? Can you skate?: www.youtube.com/watch?v=ZWu5P70uMIE
Can & Can't: www.youtube.com/watch?v=a91oTyA00q8







FOR LEARNING

Monitor the acquisition of vocabulary through activities in class and provide extra activities to those students who need some.

Check vocabulary worksheets with classmates.

Colombia Bilingüe

TODOS POR UI

NUEVO PAÍS



- Make a poster that contains pictures related to the rights of the boys and girls.
- Prepare a simple and short oral presentation in English in which the students introduce themselves stating their name, age, place of birth, what they can or can't do, and giving some ideas about their personality. They have to use the vocabulary learned.

Example:

- My name is Carolina and I am nine years old. I am from Caquetá. I can play basketball and I can't play the guitar. I am happy.
- Prepare a simple role play in English in which a student introduces his/her classmates to a new person. They could ask for personal information through the use of the vocabulary studied.

Example:

• Hello

SUGGESTED TASKS

- Hi
- How are you?
- Fine, and you?
- I'm fine. Listen, this is my new friend

Marta, she is from Bogotá and she is a new student.

Nice to meet you

Martha.

- Nice to meet you,
- How old are you? • Eight, and you?
- I'm nine.
- Can you play soccer?
- Yes, I can.
- Ok! Let's play soccer!
- Great!
- Read the students the story "Money can't buy everything" (http://www.kidsworldfun. com/money-cannot-buy-everything-story. **php)** that tells the story of a boy that does not have the opportunity to enjoy his parents because they don't have enough time. At the same time, the story tells some other facts that go against the children's rights.



- Pre- reading: ask students to remember some of the children's rights. Write them on the board. If you have pictures that show those rights, better. Every time they mention a right, show them the picture or paste it on the board.
- While- reading: while you are reading, do mimics of each situation told for students to understand better and get involved with the story. Once you finish, you can read the story again and stop some every few minutes to ask comprehension questions based on the story.

What is the name of the boy? How old is he? How did he he feel when his father left home?

• Post- reading: ask students to draw pictures based on the story told and about the rights mentioned in it.



FOR LEARNING

Students check their drafts of the different tasks proposed with checklists or peer feedback.

Allow students to do second and even third drafts.

OF LEARNING

Check final drafts of: posters and oral presentation scripts using the rubric.

Administer vocabulary and content quizzes.

Colombia Bilingüe MINEDUCACIÓN

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POST-TASK

INTEGRATED INTERCULTURAL TASKS AND PROJECTS: MY ISLAND, YOUR ISLAND

San Andrés, Providence and Santa Catalina is a department which is renowned for its beautiful places and the variety of activities it offers to any inhabitant or visitor. In this methodological sequence it is proposed to continue exploring the knowledge which the children have of their local environment in order to promote the development of linguistic competencies in English. At the end, it is hoped that the students design a poster promoting the visit to a special place on the island (touristic or otherwise). Begin the class by reviewing and singing with the class the song *San Andrés my Beautiful Island*.

Divide the class into groups of three students. Give each group one of the following questions:

- 1 What do people in San Andres eat?
- What sports do you practice in San Andrés?
- What activities can a tourist do in San Andrés?

Ask the students to use images brought to class to work on a collage where they show the particular foods, sports or activities of the department according to the question they received.

Once they have finished the collage, ask the students to present their work to the group. Promote the use of short learned phrases from modules 3 and 4. For example: We eat... in San Andrés/ Providencia/Santa Catalina. We can.... In San Andrés/ Providencia/Santa Catalina. A tourist can... in San Andrés/ Providencia/Santa Catalina.

Ask the children what they normally do on vacations in the middle of the year (after this module). Take advantage of the vocabulary related to free time activities related to the islands which they covered in module 3.

T: What do you like to do on vacations?

S'S. I like to...

T: Where do you go?

S'S: I go to....

Ask the children to draw the activities which they do on

vacation and accompany each drawing with a phrase indicating what they like to do:

On my vacations, I go to...., I like to....

Ask for some volunteers to present their drawings and to explain in English using the indicated phrases.

Suggest to the children that they are going to organize a trip to one of the places on the islands on vacation. Provide a map of the department and have the children stick it in their notebook and locate the most beautiful places on their island (touristic or otherwise).

Bring the large map which was made in module 1, and stick it on the board. Locate your favourite place on the map and give a short description as an example for the class. Write the description on the board to serve as an example for the students:

Example: I like... (place). It's beautiful, clean, and calm.

Ask for some volunteers to locate the most beautiful places on the map and describe them following your example. While they are adding places to the map, make sure that the other students are listening to their classmates and completing the map in their notebook if they did not have any of the locations included. Furthermore, have them copy and complete the following table with the information given by their classmates:

PLACE	DESCRIPTION

Invite the students to decide where they want to go on their imaginary trip during the vacations. Encourage them to use phrases such as "I like... I don't like..." to express their preferences.

Motivate the students to plan the trip (activities which they can do in this place and rules of the place) using the short learned expressions from modules 1 and 2.

Example:

We have to..., We need to.... We can, We can't...

Write the ideas on the board in the form of an information guide which will serve as a model for their own information guide which will be worked on in the coming classes. Add drawings to the guide to make it more attractive.

Organize the boys and girls into groups of 4 and ask them to choose a location from the islands (different to the one worked on in class).

Ask the kids to bring materials to work with in class like the one developed by the teacher in class but related to the location chosen by the group.

In the next class, organize the group work to design their information guide.

Make sure that all the guides include visual information as well as short phrases about the location,

the food which can be found, the activities that can be done and the rules to abide by. Remind them to use expressions like:

This is... (place)

In this place we can... (activities)

We can eat... (food) We have to... (rules)

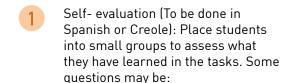
Once the guides have been finished, organise an exposition in the classroom. Ask the students t oread the information guides of their classmates and choose the place that they would like to visit. Have the children look at all the guides and complete the following table in their notebook with relevant information:

Once the students have completed this, have them write about their final decision on which location to choose using short phrases like:

I like..... In this place I can..... And I feel

PLACE	ACTIVITIES	FOOD	RULES

This stage is for the students and the teacher to assess what they have learned, and activities to extend what they have done are proposed



- What did you like about this module?
- Which were your favorite tasks?
- What difficulties did you have while doing the tasks?
- What did you learn about your island?

With the help of the teacher, make a list in English about the things a person does to demonstrate respect for others. It is important that the teacher motivates students to mention

them while you write the list on the board. For example: Respect your friends, don't laugh at the others, help your friends, etc.



Review the rights of the students



FOR LEARNING

Self- evaluation

OF LEARNING

Rubric to assess their portfolio (see appendix)

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MODULE 3

ENVIRONMENT AND SOCIETY: GOAL:

I appreciate our biodiversity

Distinguish and describe in English some characteristics and the importance of other living things in their context.

SUGGESTED TIME:

27-36 hours per academic period

PERFORMANCE INDICATORS

KNOW

1. Identifies the characteristics and needs of the living things in his/her context. 2. Identifies the vocabulary, words related to the characteristics of living things.

DO

1. Describes the characteristics of living things. Asks and answers questions about the presence of other living things in his/her context by using simple vocabulary. 2. Asks and answers questions about the presence of other living things in his/her context by using simple vocabulary. 3. Classifies and names living things according to their characteristics. 4. Participates in short conversations using vocabulary related to living

things and their basic

characteristics.

BE

1. Appreciates the presence of other living things in his/her context. 2. Shares with people close to him/ her basic rules to preserve other

living things in his/her

context.

21st Century Skills Assumes responsibility for others and his/her environment.

LEARN

Learning strategies

Prioritizes and completes his/her activities without permanent monitoring.

Uses the new vocabulary in short sentences to memorize them.



SUGGESTED CONTENTS

VOCABULARY

Vocabulary to review

1º Module 2/ 2º Module 2: Adjectives

Animals

cat, dog, birds, parrot, iguana, bees, fish, cow, bat, insects, tiger, lion, giraffe

Vocabulary related to the module

environment, habitats, animal characteristics

Animal classification

wild - domestic water - land

Habitats

forest, sea, house, savannah, river

Verbs

fly, jump, hunt, protect, run, etc.

Adjectives

fast, slow, big, small, endangered,

Expressions

Stop hunting animals Take care of animals

Questions

Can a dog fly? No, it can't. Can a fish swim? Yes, it can. Do you see cows in your neighborhood?

Grammar to review

- Transition Module 3: can/ can't, **Imperatives**
- 2° Module 1: Present simple

Grammar

Should

English in practice

The cat is big. The dog can't fly. We need to take care of animals. Parrots live in the forest. They shouldn't live in houses. People <u>shouldn't</u> hunt animals.

Sociolinguistic/ Intercultural

Worrying about and becoming interested in how to preserve the environment.

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PREPARATION FOR THE TASK

METHODOLOGICAL AND ASSESSMENT SUGGESTIONS

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.

Bring pictures of animals to ask students what they know about their habitats. Take advantage of this opportunity to introduce, orally, the vocabulary about animals and their habitats in English.



Studying animals, their characteristics, the habitat in which they live and their contribution to the environment.

- Recycle the topic related to can and can't to describe in English what certain animals can or can't do. For example: birds can fly/ Fish can't walk, they can swim.
- Print pictures of animals and their habitats. Ask learners to help you paste the pictures on a chart to make a "Bingo" game in which they can match the animal with its habitat. This activity can be also done to check animal characteristics.



PREPARATION FOR THE TASK

ABC: Flashcards - Animals.



Bunny Bonita: Capsule 13

Introduce didactic materials to practice the new vocabulary in English. It may be done through worksheets in which students can match, fill in the blanks, draw pictures, etc. using the vocabulary related to animals, their characteristics and habitats.

METHODOLOGICAL AND ASSESSMENT SUGGESTIONS

NOTE: Students are allowed to speak in Spanish, in case you consider the task is too high for their language level.



ECO: Students' booklet
Farm animals: Unit 5 lesson 1
Animals in action: unit 12
lesson 3



Show videos of songs or stories about living things:

Walking in the jungle: www.youtube.com/watch?v=GoSq-yZcJ-4

The animals on the farm: www.youtube. com/watch?v=zXEq-Q03xTg Old McDonald had a farm: www.youtube. com/watch?v=lWhq0RImND0 Animals and their home: www.youtube.com/watch?v=2RfZ0L3r-

My pet, my buddy (discutir sobre la importancia de valorar y cuidar las mascotas):
www.youtube.com/watch?v=Nk6U-xudsxo0



ASSESSMENT

FOR LEARNING

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more.

OF LEARNING

Check vocabulary worksheets with classmates.





I see one sharpener.

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Colombia Bilingüe

TODOS POR UNITATIO PAÍS

Colombia Bilingüe

MINEDUCACIÓN

TODOS POR UN

NUESTO PAÍS

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This stage is centered on the activities done by the student. Here are some possible tasks that can be done by students:

- Make a poster in English with pictures related to animals, their habitats, and how they help the environment. An example may be a picture of a honeycomb with bees producing honey.
- Help students prepare a simple, short oral presentation in English in which they present what they have learned about the animals studied, what the animals can or can't do using the vocabulary learned. This presentation may be enriched with the posters students created previously or it could be better if the students can bring the animal chosen to class. For example: This is a monkey, the monkey can jump, the monkey eats bananas.
- Watch a video, this time in English about a family that wants to adopt a pet. There you can study the different habits For example The animal shelter: http://learnenglishkids. britishcouncil.org/en/short-stories/the-animal-shelter
 - Pre-listening (before listening): as a preparation to watch the video, bring some flashcards with the pictures of the vocabulary studied about the animals. The students can practice the module vocabulary that will appear in the video (dog, cat, parrot etc). Write the words on the board and the children have to match the word with the corresponding image.
 - While listening (during the listening): Watch the video once for kids to enjoy the story. Play it once again and stop it at certain times to ask comprehension guestions in English about the story.
 - Post-listening (after listening): After watching the video, you can give to the students a piece of paper with activities based on the video for them to do. These may

include drawing pictures about the story, imagining another end for it, choosing their favorite character, among others. The worksheet can be downloaded and printed from http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/ stories-the-animal-shelter-worksheet-final-2012-11-01.pdf

Give the students an activity that contains sentences they need to complete using only the words they know from a word bank with the studied vocabulary. Help them to do the activity by modelling it o the board. For example: Walk - Fly - Swim

•	Ihe	bird	can	

Classify animals according to their characteristics or the places in which they live.

LAND ANIMALS	SEA ANIMALS
lguanas	Fish
Dog	



FOR LEARNING

Students check their drafts of the different tasks proposed with checklists or peer feedback.

Allow students to do second and even third drafts.

OF LEARNING

Check final drafts of: posters and oral presentation scripts with rubric.

Administer vocabulary and content quizzes.

INTEGRATED INTERCULTURAL TASKS **AND PROJECTS:** A PARTY UNDER THE SEA

The festivals and celebrations of any place are a cultural representation. This methodological sequence seeks to strengthen the knowledge and value attached to the local culture and to use this as a tool for the development of linguistic abilities in English. In this first module, the children will create a mural with animals from the sea which will serve as decoration for the party under the sea which they will celebrate after module 4.

It is suggested that this methodological sequence be started with with the song "Under the water" and use this song to set the scene and contextualize the different tasks. In further lessons, remind the students of

the vocabulary using images and asking the children to say the word.

Under the water is available at: www.youtube.com/watch?v=6Fb1Xv9mZl4

If you do not have the resources to show the video, use the poster A Party Under the Sea and teach the children

As a listening exercise, students can listen to the song and circle the words which they hear related to marine life.

OCTOPUS	STARFISH	SUN	STINGRAY	BEACH
JELLYFISH	SEA LION	SNAIL	FISH	LIONFISH
SQUID	CRAB	SAND	EEL	SHARK









After, without the music each student will have on their back the image of one of the words from the song. Each student will need to ask simple question so their classmates can give them clues as to what word they have on their back.

Model the activity on the board with some questions that can guide the students:

S1: Is it an animal/ person/ activity?

S2: Yes, it is / No, it is not

S1: Can it flv/ walk/ swim?

S2: Yes, it is / No, it is not

S1: Is it small/big/long?

S2: Yes it is/ No, it is not

S1: Is it ...? (guessing the element) S2: Yes it is/ No, it is not

Have each student personify their animal by highlighting the most relevant characteristics of the chosen animal. Write the model to follow on the board and leave it as a reference which the students can follow. For example: I am Mr. Crab. I'm 6 years old. I am tall, I am red, I have 10 legs, I can run and dance.

While each student passes in front of the class to present their animal, the rest of the class should complete the following table:

NAME OF STUDENT	ANIMAL	CHARACTERISTIC	ACTION IT CAN DO

After each presentation, ask students at random: Do you like this animal? (Yes, I do)
Where can we see this animal?
Is it a water animal or land animal?

Invite each student to draw their animal on a giant mural which will remain on display in the classroom. Decorate their animal how they like and describe their chosen animal using the language practiced in module 3 (a description, an ability and an activity that it cannot do)

Model the exercise first and write it on the board so the children can use it as a quide:

Example:

It is a crab. It is small. It can walk, but it can't fly.
Invite the students to interact among themselves about the animal which they drew:

Example:

A: What animal is this?

B: It's a crab

A: Can a crab fly?

B. Yes it can/ no, it can't

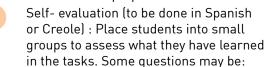
Finish by putting the mural up in the classroom and motivating the children to continue bringing recyclable material to decorate the class like the depths of the sea.



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This stage is for the students and the teacher to assess what they have learned ,and activities to extend what they have done are proposed.



- a. What did you like about this module?
- **b**. Which were your favorite tasks?
- **c**. What difficulties did you have while doing the tasks?
- **d.** What did you learn about the living things of the island?



Students discuss the questions with the help of the teacher and they summarize their answers which they may attach to their portfolios. It is important that you help them writing the answers on the board

• To close this module, students may organize a school campaign (in English) or family campaign (in English, Spanish and Creole) for the preservation of the animals that play a part in the environment.



FOR LEARNING

Self- evaluation

OF LEARNING

Rubric to assess their portfolio (see appendix)



Colombia Bilingüe

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MODULE 4

A GLOBAL VILLAGE: GOAL:

I recognize other cultures

Describe in English some cultural differences (traditions, celebrations) among

SUGGESTED TIME:

27-36 hours per academic period

several communities and show respect towards them.

PERFORMANCE INDICATORS

KNOW

1. Identifies words

related to cultural

activities, celebrations

and traditions.

2. Identifies words

that allow him/her

to describe physical

particularities among

different communities.

DO

BE

21st Century Skills

LEARN

Respects cultural

differences and works

1. Makes a list based on traditions of different cultural groups.

2. Expresses what he/ she likes or does not like about the groups studied. 3. Describes pictures,

through simple words, stating what is happening. 4. Describes in English a particular celebration from his/ her culture.

1. Respects and appreciates the cultural expressions of different groups he/she knows.

2. Promotes the preservation of traditions of the different cultural groups studied.

easily with his/her classmates even if they belong to a different culture. Learning strategies

Looks for words that are similar in his/her native language with the English language.

SUGGESTED CONTENTS

VOCABULARY

Celebrations or festivals in

Colombia

Christmas, New Year, Easter / holy week, Flowers Festival, Barranguilla's Carnival, Black and White Carnival, Green Moon festival. Emancipation week. San Andrés' Birthday, October 12th, August 7th, July 20th

Adjectives

happy, excited, sad, etc.

Months and dates

January - December My birthday is in November My birthday is on November 30th.

Expressions

I like/ I don't like/ I prefer Let's celebrate Enjoy!

Expressions to review

Transition Module 3: I like/I don't like

Grammar

churches

Question word

When, what

Present continuous tense Example:

Vocabulary to review

Question words

- Transition Module 4: Culture and

celebrations - Months of the year

- Transition Module 2: emotions

- 1° Module 2 and 2° Module 2:

Vocabulary related to celebrations

candles, kite, cake, food, Sun,

Moon, music, dance, parade, costume, music festival, go to

Visit religious monuments, etc.

They are celebrating Christmas. She is flying a kite.

Questions in English in Simple present (do/does)

Example:

Do you/they fly kites in August? Yes, they do / No, they don't Does she celebrate holy week? Yes, she does. / No, she doesn't.

Prepositions of time

in - on

Grammar to review

Module 1 of 2°: simple present

English in practice

June 30th.

People from Pasto celebrate Black and White carnival. We are celebrating Christmas. Do you like blowing candles for your birthday? When is your birthday? It's on

We need We have to buy

What music do you prefer?

Sociolinguistic/Intercultural

Becoming interested about preserving the traditions of the different communities in the country.

Promoting the spread of traditions of other communities for their preservation.

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METHODOLOGICAL AND ASSESSMENT SUGGESTIONS

METHODOLOGICAL AND ASSESSMENT SUGGESTIONS



ECO: Students' booklet Descriptions unit 2 lesson 2

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.

Bring pictures of people who belong to different communities (indigenous, black, and white). Take advantage of the opportunity to introduce, orally, the vocabulary to describe, in English, people. Example: This is Carlos, he is from the Pacific Region. He is tall and he has short, curly, black hair.



PREPARATION FOR THE TASK

Set similarities and differences between the physical features of the different communities, their ways to celebrate and their traditions

2 If it is possible, show a video that demonstrates the cultural diversity in Colombia:

Yo estoy muy orgulloso: www.youtube.com/watch?v=4-kp_reDmU4

Through this video, activate the prior knowledge of the students. Talk to them in Spanish or Creole about the traditions and celebrations in the different communities around the country. Then, introduce, orally, the vocabulary in English related to celebrations like (New Year, Christmas, Angel's day, Easter, Holy Week, etc. Remember to study the celebrations that are familiar to the students.





Show videos in English about the topic, for example:

"We are different but the same": www.youtube.com watch?v=ULtHBN9P 3Y

- Bring pictures of the different communities in the country, the different cultural expressions, and the elements people use to celebrate. Students may match the elements with the community.
- Help students describe, orally in English, what people are doing in the pictures.

 Example:
 - People are dancing.
 - The man is lighting some candles.
 - The woman is cooking.
 - The children are smiling.
- Introduce didactic materials in English to practice the new vocabulary worksheets in which students can match, fill in the blanks, draw pictures, etc. using the vocabulary related to traditions and celebrations.



FOR LEARNING

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more.

OF LEARNING

Vocabulary quizzes and worksheets.

Colombia Bilingüe

TODOS PORUM

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This stage is centered on the activities done by the student. Here are some possible tasks that can be done by students:

- Bring to the class templates with representative images of those celebrations for children to do some art activities. For example, an image of a marimonda mask to be filled with small colorful paper balls or with clay. Another option may be an image of a silleta to be decorated. Once they finish, all their works may be exposed in the classroom to organize an exposition in which kids say "My favorite celebration is
- Students may work in groups practicing mimics of the activities that characterize each community. The rest of the students guess what it is and say it in English while they practice the vocabulary studied. For example, a kid pretending to blow a candle meanwhile the others have to guess that it represents a birthday.
- Watch a video, this time in English, about one of the most popular celebrations around the world, Christmas. For example: My favourite day - Christmas: http:// learnenglishkids.britishcouncil.org/en/ short-stories/my-favourite-day-christmas

SUGGESTED TASKS

- Pre-listening (before listening): as a preparation to watch the video, bring some flashcards with the pictures of the vocabulary studied about Christmas. The students can practice the module vocabulary that will appear in the video (Christmas, Christmas tree, cards, food, etc). Write the words on the board and the children have to match the word with the corresponding image.
- While listening (during the listening): Watch the video once for kids to enjoy the story. Play it once again and stop it every certain time to ask comprehension guestions in English about the story.





Inclusion: take advantage of this task to reinforce the customs and local celebrations. This is an opportunity for students to reinforce their cultural

• Post-listening (after listening): After watching the video, you can give to the students a piece of paper with activities based on the video for them to do. These, may include drawing pictures about the story, imagining another end for it, choosing their favorite character, among others. The worksheet can be downloaded and printed from http://learnenglishkids.britishcouncil.org/sites/kids/ files/attachment/stories-my-favourite-day-christmas-worksheet-final-2012-11-01.pdf



Help students prepare a simple, short oral presentation in English in which they show what they have learned about the communities studied, what these communities do to celebrate, etc., using the vocabulary studied. For this presentation, students may use the posters previously created or if it is possible bring the clothing or costumes that allow students to show an example of each expression of the communities.

Example: This is Carnaval de Barranguilla. It is the most important festivity in Barranguilla. During the four days of Carnaval, people dance Cumbia and wear costumes.



Classify communities according to physical appearance, places in which they live, and how they celebrate.

Atlanti	ic
Coast	

Andean Region

Parades, people wear costumes,

Carnival

Parades. costumes

Holy Week

Go to churches Visit religious monuments, music festival flagelantes.

Walks



FOR LEARNING

Students check their drafts of the different tasks proposed with checklists or peer feedback. Allow students to do second and even third drafts.

OF LEARNING

Check final drafts of posters and oral presentation scripts with the rubric.

Administer vocabulary and content quizzes.



Colombia Bilingüe

MINEDUCACIÓN



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I'm a crab. I like ..., I don't like...I can (performance) While the students are presenting in front, the rest of the class will take notes:

will have a talent show where each student will repre-

sent the animal that they are personifying by placing

an emphasis on their talents.

ANIMAL	LIKES	DISLIKES

Have some volunteers speak about the animal which caught their attention the most during the talent show: I like.... (animal). He likes.... And he can.... (talent) To end the activity, the children can draw the animal which they liked the most from the party. They should complete the following phrases:

The Green Moon Festival (or whichever festival which was chosen) is fantastic!

l like (animals, actions, people, music) I don't like (animals, actions, people, music)

INTEGRATED INTERCULTURAL TASKS **AND PROJECTS:** A PARTY UNDER THE SEA

The festivals and celebrations of any place are a cultural representation. This methodological sequence seeks to strengthen the knowledge and value attached to the local culture and to use this a tool for the development of linguistic abilities in English. In this module, the children will explore different parties and celebrations of the department and will prepare a party under the sea in the classroom.

It is suggested to continue working on the song "Under the water" to set the scene and contextualize the different activities.

Local culture: Use poster My

Ask the students about the celebration which they have in their department and investigate as to which activities they do to celebrate these. The responses can be written on the board to help guide the students:

T: Do you celebrate Green moon festival?

S: Yes, I do. / No, I don't

T: What do you do in that celebration?

Do you dance? Do you cook?

S: Yes, I cook the fish...

T: What music do you listen to in that celebration?

S: Reggae, ...

Tell the students that they are going to celebrate a "Party under the sea" but that first they must choose which festival to celebrate. In groups of three students, assign a typical celebration (Green Moon Festival, Folkloric Festival, Crab festival, Emancipation week, San Andrés' Birthday, October 12th, August 7th, July 20th).

Have each group complete a table with the most important information of each celebration.

Example:

Name of celebration	Date (month)	Activities you can do in the celebration	We need

Ask each group to draw a chart with a drawing in reference to the celebration and to write what they need for the festival. Encourage them to use vocabulary and expressions which they learned in previous modules.

For example: We need candles, We have to buy food and music.

At the end each group should show their celebration and after all the students decide which festival they are going to choose to celebrate for the activity.

Once the decision has been made, confirm it by saying: 0.k. We will celebrate....

What do we need for the party?. Encourage the use of expressions and vocabulary used in previous modules, for example: We need a cake, We have to buy food and music. Once the children start talking about music, ask them which music they would like for the party: What music do you prefer for the party?

Encourage t	them t	to use the	expression
-------------	--------	------------	------------

To set the scene, play some typical music from the island. The children need to vote for the music which they feel best represents the islands:

T: Do you like... (music)? Raise your hand if you like this

Ask the students at random: Do you like...(music)?. Encourage them to use phrases like: Yes, I do / No, I don't, I

Write the number of votes on the board and decide which type of music is preferred in the classroom. Finish the activity by writing on the board: We prefer...

Once the party which they are going to celebrate has been decided, ask each child for the next class to bring something to share at the party under the sea and tell them that they will personify the animal which they chose on the mural which was created in module 3, using recyclable materials for their outfit because they are going to have an animal talent show.

In the following class, listen to the song "The Little Mer-

This stage is for the students and the teacher to assess what they have learned ,and activities to extend what they have done are proposed.

maid-Under the sea". Practice the chorus of this

Fkusy4ylhiY

lessons of this TPII.

Animals are dancing.

party under the sea.

The starfish is eating cake.

drawn animals. For example:

studied in module 4. For example:

The crab is lighting some candles.

song with the children. www.youtube.com/watch?v=-

In case that you don't have the resources to show

the video, begin the class with a rhyme or song which

they know and speak about the animals of the sea. It

could be the *Under the water* song practiced in the first

Bring the class to the mural and ask some volunteers

if they remember some of the characteristics of the

Bring in some images related to the animal party

and practice some of the descriptions from activities

Set the scene for the class with the music which was

chosen in class 3 for the party and allow the children

to dance and sing so that they really feel they are at a

Indicate to the children that as part of the party, they

It is a crab. It is small. It can walk, but it can't fly.



Self- evaluation (To be done in Spanish or Creole): Place students into small groups to assess what they have learned in the tasks. Some questions may be:

a. What did you like about this module?

b. Which were your favorite tasks?

c. What difficulties did you have while doing the tasks?

d. What did you learn about the celebrations of the island?

• Students discuss the questions with the help of the teacher and they summarize their answers which they may attach to their portfolios.



Organize a fair in English for the rest of the classmates to learn about the different traditions of the communities that live in the



Didactic idea: you can organize this fair as a cross- curricular activity. This may be a worthy opportunity to exchange knowledge and skills with the other teachers



FOR LEARNING

Self- evaluation

OF LEARNING

Rubric to assess portfolio (see appendix)



SCIENCES:

Review the rights of the students



Colombia Bilingüe







T H I R D GRADE



SUGGESTED CURRICULUM STRUCTURE SUGGESTED CURRICULUM STRUCTURE





BASIC LEARNING RIGHTS

- Understands and describes details in short, simple texts related to familiar topics, based on images and known phrases.
- Answers simple questions about descriptive short texts, in written or oral form, related to familiar and classroom topics.
- Exchanges ideas and simple opinions with classmates and teachers, following models or using images.
- Describes things, places, people, and communities, in oral or written form, using simple phrases.

The following chart belongs to the scope and sequence with all the information related to the suggested modules for Third Grade during the school year.

SCOPE AND SEQUENCE

SUGGESTED LEVEL: Beginner A1.1 Third Grade

GOAL LANGUAGE FUNCTIONS

OBJECTIVES

MODULE 1: Health and life I TAKE CARE OF MY **HEALTH AND MY** FAMILY'S (27-36 hours)

MODULE 2:

Peace and living

together

I COMPLY WITH MY

DUTIES

(27-36 hours)

Recognize and express using simple language in English the rules and responsibilities for the prevention and treatment of health problems in their local context.

Give and ask for information about symptoms of diseases in their community. Give simple instructions. Describe in simple sentences, the symptoms of common diseases in their community. Describe local remedies for the treatment of common illnesses.

Understand phrases in short, simple written texts, supported by images, related to health problems. Identify words and phrases related to common health problems in their community. Exchange information about symptoms and ways to prevent health problems in their community.

Exchange information about local remedies for the treatment of common illnesses.

Establish in English their duties as a member of a community using simple language.

Express with simple phrases their duties at home, school and community. Give and ask for simple information about everyday actions related to their responsibilities in the community. Give simple instructions to take care of their community

Identify words and phrases about the duties of students.

Understand short and simple sentences in written texts, supported by images, related to the duties of students. Present simple ideas orally about the duties and rights of students. Present simple ideas in English about the social norms to prevent illnesses.

MODULE 3: **Environment and** society I TAKE CARE OF MY CITY (27-36 hours)

Identify and express the effects of their actions on their local environment (neighborhood, district, city, town bodies of water, wildlife) using simple phrases in English.

Mention the causes and consequences of a given situation with the support of images. Describe everyday actions related to the environ-Give simple warnings.

previously rehearsed. about the environment. Identify causes and consequences about the environment in short, simple oral and written texts

Exchange information about the effects of humans on the environment through previously rehearsed phrases. Produce simple sentences about causes and consequences of human actions on the environment.

MODULE 4: A global village I USE TECHNOLOGY **APPROPRIATELY** (27-36 hours)

Recognize and present in English good practices for the responsible use of technology and their role in the protection of the environment.

Give and ask for simple information about the use of technology. Describe routines related

to the use of technology. Name elements of technology and their use. Describe basic uses of technology in the protection of the environment.

Understand phrases in written and oral descriptive texts, about technological objects and their function.

Exchange information about the use of technology, through previously rehearsed phrases.

Present simple ideas, orally about good practices of the use of technology. and its role in the protection of the environment.

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MODULE 1

HEALTH AND LIVE: GOAL:

I take care of my health and my family's. Recognize and express using simple

SUGGESTED TIME:

27-36 hours per academic period

language in English the rules and responsibilities for the prevention and treatment of health problems in their local context.

PERFORMANCE INDICATORS

1. Recognizes the vocabulary to name the body parts. 2. Identifies the vocabulary of common diseases in his /her context.

KNOW

3. Recognizes words and expressions of the rules to prevent health problems. 4. Identifies vocabulary

and expressions about the causes and symptoms of common diseases in the community. 5. Identifies remedies obtained from local

products for the

treatment of common

illnesses.

1. Describes the symptoms of common diseases, using body parts vocabulary and simple language.

DO

2. Classifies the causes and symptoms of common viral diseases in the context. using pictures.

3. Participates in a short conversation about common diseases.

4. Makes a simple list of rules to prevent common diseases and makes an illustration of it.

5. Describes in English local remedies for the treatment of common illnesses.

BE

1. Recognizes his / her responsibility in the prevention and treatment of diseases in their community.

2. Promotes actions for the prevention and treatment of these diseases at home

21st Century Skills Interprets information and draws simple

conclusions.

Learning strategies

Connects the sound of a word or phrase with a picture as an aid in remembering.





SUGGESTED CONTENTS

VOCABULARY

Vocabulary to review

- First grade module 1: Body parts Body: head, shoulders, knees, toes, throat, neck, stomach, back, legs, hands, feet.

- Second grade module 1: Healthy

- Second grade module 2: Numbers from 1 to 100

Illnesses/Symptoms: Headache, sore throat, fever, stomach ache, a cold, the flu The family: mother/father, grandmother, grandfather Natural remedies: remedy, home made remedy, medicinal plants, ginger tea, honey and lemon etc

Common diseases and symptoms Zika, dengue, common cold, flu, fever, headache, stomachache, sore throat

Numbers and percentages 100 - 1000 % (per cent)

Expressions I have a... The symptoms are... How do you feel? How are you? Let's play...Touch your...Be careful...This is my...That's your...

I have a...What can I do?... You

should... What's wrong with me?

Grammar Should / shouldn't A / An

Grammar to review

- Second grade module 4: Simple present tense.

- Transition module 1 - 4: **Imperatives**

English in practice I have a cold. I think it's zika. Remember, you should wash your

<u>hands.</u> I'm sick. I have a headache and <u>fever.</u>

Sociolinguistic/ Intercultural Worrying and showing interest for others.

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METHODOLOGICAL AND ASSESSMENT **SUGGESTIONS FOR MODULE 1**



Bunny Bonita: Capsule 7.

- The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.
 - Pre-listening: Ask questions about common diseases that students have had lately and that are common in the department. Write them on the board, in English, even when students only can say them in Spanish or Creole (fever, flu, headache, etc.)
- To introduce the topic you can show a video. This can be in Spanish. You can use the following links:
 - El Chavo, prevención del dengue www.youtube.com/watch?v=Ti61Ef0kbjg
 - MINSA: Juntos contra el dengue y chikungunya: www.youtube.com/ watch?v=Zuw0AltDmE4
- If you do not have audiovisual resources, you can use a story to introduce the subject.
 - El Dengador: http://www.msal.gob.ar/images/stories/ryc/graficos/000000652cnt-11-dengador_web.pdf - El mosquito Lito: http://www.msal.-
 - gob.ar/images/stories/ryc/graficos/000000422cnt-01-el_mosquito_lit o_opt.pdf



PREPARATION FOR THE TASK

Eco Student's booklet I don't feel well: Unit 14 lesson 2 Use red to color the circles, and blue to color the squares.



• While listening: While listening to the story or watching the video, you can ask the children to write keywords to help them remember the stories.



You can also bring images: the mosquito, people with symptoms of these diseases, news headlines in the press, etc. And ask questions to find out what students know about:

- a. What problem do you see in the pictures?
- b. What are the typical symptoms?
- c. What is the cause of this problem?
- d. What are the possible solutions?
- e. How can we help people with this ailment?





Didactic Idea: The use of graphic organizers (tables, diagrams, etc.) helps children to retain information through systematization and reorganization. Use them for children to engage in reading comprehension or listening activities, for example.

- Match images with the names of diseases.
- Classify symptoms, causes and solutions in a table.

NOTE: The emphasis of this module is on common viral diseases, which may vary depending on the time of the year and some may disappear and new ones emerge. We recommend adapting these suggested activities to diseases that are relevant to the chronological context and location of the students of each institution.



FOR LEARNING

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more.

OF LEARNING

Vocabulary quizzes and worksheets.



Students can answer in Spanish or Creole. As they do it, you can write on the board the keywords they mention in English (virus, mosquito, fever, rash, headache, water cans, tires with water, clean, take out the trash, and repellent).

- Use flashcards in English with the target vocabulary. Ask students: "What is this? It's a mosquito/It's a can."
- Introduce materials on which students can associate images with target vocabulary. For example, you can include worksheets where students can:
 - Color the different diseases and symptoms and also to practice writing them: Zika, fever, rash, headache, flu.

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This stage is centered on the activities for the student. Here are some possible tasks that students can do:



SUGGESTED TASKS

Design a short question naire in English with the support of the teacher, to ask questions to relatives and neighbors about common diseases in their community, and how they are managed, what local remedies are used.

Example:

- a. Do you know _(zyka, dengue, chikungunya)?
- **b.** What are the symptoms?
- c. How can you prevent it? / What are the possible solutions?

Note: You can change the questionnaire to a table with which children can search for information with relatives and neighbors. For example:

DISEASE	SYMPTOMS	TREATMENT	PREVENTION
Zika	headache body pain rash	dolex	empty water containers

The table can be filled in Spanish in their homes and built in a group poster in English at school.



Synthesize survey results in graphs to present in class in English



Graph analysis of survey results.



Prepare a poster with regulations for the prevention of these diseases. They can use phrases like: Use repellent; Empty water cans; Spray for insects.



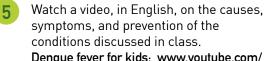
Represent short conversations on the subject. For example:

E1: Hello, Daniela! How are you?

E2: Fine, Jorge. And you?

E1: I'm sick. I have a headache and fever.

E2: Maybe you have Zika!



Dengue fever for kids: www.youtube.com/ watch?v=VRauJuM-loU

- Pre-listening: Before watching the video, students can practice the target vocabulary that will appear in the video (mosquito, repellent, cans, etc.). You can ask them to work in small groups to illustrate each word. Then, explain to them the context of the video so that they know what they will be watching.
- While listening: While watching the video, you can give the children a sheet divided into 4 or 6 parts. As the video

progresses, you can stop it at various points and ask the children to illustrate the events of each segment on their page, and write the words in English that they associate with each segment. They can also write Spanish words related to the video that they might want to learn in English.

• Post-listening: After watching the video, the children can work in small groups and create a cartoon similar to the video, using images and short sentences, with the help of the teacher and the dictionary.

Note: It is important to remind the children that they do not need to understand everything in the video, and that they can use the pictures to understand what is happening.



FOR LEARNING

Students check their drafts of the different tasks proposed with checklists or peer feedback. Allow students to do second and even third drafts.

OF LEARNING

Check final drafts of: posters and oral presentation scripts with the rubric.

Administer vocabulary and content quizzes.

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Colombia Bilingüe **(6)** MINEDUCACIÓN

Colombia Bilingüe MINEDUCACIÓN

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INTEGRATED INTERCULTURAL TASKS AND PROJECTS: ISLAND REMEDIES

The use of medicinal plants to treat various illnesses is part of the local culture in the department of San Andres, Providence and Santa Catalina. This TPII includes close work with the families of the children in order to help protect cultural values and the knowledge of the possible uses of local vegetation to maintain health and well-being. This knowledge is passed on from generation to generation and is of great value to the heritage of the islands. In this way, the local knowledge about the treatment of common illnesses can be used as a tool to help the students relate their language learning to their local context.

This TPII leads the students to construct a local recipe book for dealing with common illnesses.

To begin, tell the children about an experience related to your health and how a local plant-based remedy helped you to feel better. Ask the children if they have had any similar experiences using songs like: "Heads, shoulders, knees and toes" to activate the vocabulary before the tasks.

If the children do not know this song, teach them. You can write the words on the board:

Heads, shoulders, knees and toes, knees and toes Heads, shoulders, knees and toes, knees and toes And eyes and ears and mouth and nose, Heads, shoulders, knees and toes, knees and toes.

As you sing point to the relevant parts of the body and have the students do the same.

You can also use this link: www.youtube.com/ watch?v=ZanHqPprl-0



After the song, ask questions like:

Where is your head? Where are your shoulders? Where are your toes?

The students should point to the correct part of their body and respond:

It's here or This is my head

After this, establish the relationship between parts of the body and common illnesses. For this reason, show images or flashcards which demonstrate symptoms of common illnesses.

You can use the poster of "Island Remedies" to help with this. The purpose of this stage is to focus the attention of the students on the symptoms of common illnesses and how to alleviate them.

This is an opportunity for the children to recycle language they cover in module 1 such as *headache*, *stomach ache*, *sore throat*, *fever*, *the flu*.

Write the words on the board, say them aloud and have the children repeat them again. If necessary check the understanding of the students. For example:

How do we say "fever" in Spanish?



(Point to your stomach) What's wrong with me?

Have the children use words and phrases by asking them while signalling to your head, throat, stomach. Ask:

What's wrong with me?

If necessary, teach the correct response to the students: You have a headache.

Tell the students that you have headache and you need their help:

I have a really bad headache. What can I do? $\,$ (Act out) Write the recommendations on the board:

Take a pill

Drink some coffee

You should take a rest

You could also have the students practice a short dialogue: S1:I have a really bad headache. What can I do? S2:Take a pill/ drink some coffee

In the next class, tell the students that you have an illness (headache, sore throat, stomach ache etc). Ask the students for some help:

I have a headache.

What can I do?

They should recycle language from previous classes and

make recommendations:

Take a rest

You should take a pill

Tell the students:

No, that is not working.

I need something else.

My grandma gives me a special medicine, a homemade remedy. Do you know any? (Say all this very slowly). Check understanding. If necessary, paraphrase or use body language.

Students can start saying remedies they know. Here it is fine that the students speak in Creole or Spanish. If that happens, help them to translate or use Standard English and write the example on the board.

If the students don't offer any suggestions, give them some help:

My grandmother gives me water with a little salt for the stomach ache.

She gives me honey and lemon in hot water for my sore throat.

You can use flashcards for this and explain the new words. Tell the students:

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In our community, many people use natural remedies for different illnesses. It is a tradition. Ask the students: What is a remedy? Something that makes us feel better is a remedy.

Write the word on the board and have the students repeat the word. *Remedy*

Tell the students: Our mothers, fathers, grandmothers or grandfathers know "natural remedies". They use local plants to prepare them.

Write the word **natural** the board next to **remedy** and have the students repeat it several times.

Explain to the students how important it is to keep this knowledge. Tell them that they are going to investigate traditional natural remedies as part of a special project. Make this chart on the board and have the students copy it in their notebook:

COMMON ILLNESS	FAMILY MEMBER	REMEDY

Tell the students that their homework is to ask their family members (mothers, fathers, aunts, uncles and grandparents) about traditional natural remedies. Tell them that they can ask their family members in any language but that they should try to complete the chart in Standard English. Tell the students to have the information for the next class.



This stage is for the students and the teacher to assess what they have learned, and activities to extend what was done are proposed.



Self- evaluation: (in Spanish or Creole) Place students into small groups to assess what they have learned in the tasks. Some questions may be:

- a. What did you like about this module?
- **b**. Which were your favorite tasks?
- c. What did you learn about your culture?
- **d**. How did you solve them?

Students discuss the questions with the help of the teacher and they summarize their answers which they may attach to their portfolios.



Write an action plan in English (also in Spanish to take home) to make at home or neighborhood, with the help from their parents, to prevent any of the diseases seen in the module.



Inclusion: It is likely that children with special physical needs require additional preventive measures. Find out with your students!



FOR LEARNING

Self- evaluation

OF LEARNING

Rubric to assess portfolio (see appendix)



Graph analysis of the survey results.



Disease prevention. SCIENCES:

Pedro, what is this? A table. A chair. Rosita, what is this?

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MODULE 2

PEACE AND LIVING TOGETHER: GOAL:

I comply with my duties

Establish in English their duties as a member of a community using simple language.

SUGGESTED TIME:

27-36 hours per academic period

PERFORMANCE INDICATORS

1. Identifies words and basic expressions related to their duties at home, school, and in the community. 2. Identifies the words what/where to ask

possessives our, their.

KNOW

questions. 3. Recognizes DO

1. Follows and gives basic classroom instructions.

2. Writes and says simple phrases with familiar vocabulary. 3. Makes a list of commitments

as citizen. **4**. Asks and answers questions

about their everyday actions. **5**. Illustrates or represents their duties as citizens in different ways (drawings, drama, etc.).

6. Recognizes some specific details in written and oral texts related to their duties.

7. Collect information from their community through interviews.

BE

1. Shows a respectful attitude toward their peers and the environment. 2. Behaves appropriately in school. 3. Values the knowledge of family

members.

LEARN

21st Century Skills Reflects critically about a situation or experience.

Learning strategies Starts reading short

and illustrated stories (with few words) in English for pleasure.



SUGGESTED CONTENTS

VOCABULARY

Vocabulary to review Second grade module 2: Children's rights

- First grade module 1 and Second grade modules 2 & 4: WH questions

what/where Telling the time

o'clock 7:00 o'clock Adjectives

Responsible, careful, nice, respectful, honest, loving, etc. Words and expressions related to duties Responsibilities Respect others good school behavior Protect the environment Don't litter Tell the truth Respect other opinions Respect authorities

Expressions classroom rules Raise your hand Do your homework Respect the teacher

Grammar to review

- Third grade module 1: Simple present tense and Should in simple sentences.

- First grade module 1:

Possessives: my, your - First grade module 2:

Possessives: his, her Grammar

Possessives pronouns our, their

Questions in present: what do you...? Where do you...? When do you...?

For example: What do you do at 7:00 a.m.? Where do you study?

English in practice

What do you do at 7:00 a.m.? Luisa and Jani meet. They are friends.

They know their rights and responsibilities.

I have the right to have education, but I have the responsibility to do my homework and pay attention to the teacher.

How are you? How do you feel? What's wrong with me? Sociolinguistic/ Intercultural Cultivating positive relationships with all people. Appreciation of different opinions

Value for their own culture.

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Colombia Bilingüe

MINEDUCACIÓN



METHODOLOGICAL AND ASSESSMENT **SUGGESTIONS FOR MODULE 2**



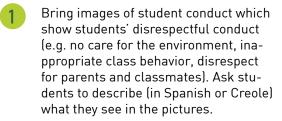
ECO: Student's booklet Do not do that: unit 18 lesson 3

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.



PREPARATION FOR THE TASK

Didactic idea: In preparation for the task, think about the different characteristics and likes of your students. You should consider their different learning styles and rhythms to propose activities that involve them all.



• Then, you can ask them to talk to their partners about what happens and about alternative attitudes to the ones shown in the pictures.

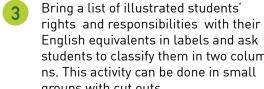


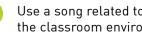
ABC: Poster 9 The Classroom.

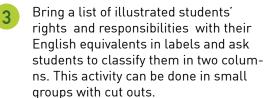
Each group can mention one positive attitude (or duty), and you can write them on the board in English (respect teachers, respect the environment, don't litter, etc.).

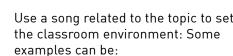


Didactic Idea: Remember, when you include reading or listening activities, give students a reason or need to read











they associate images with words. Also, in preparation for the listening, you can display images related to the song and title, and ask the students to speak with their classmates in Spanish or Creole about what they think the song will be about.

- While-listening: While listening to the song, you can give the lyrics with a few blanks to fill in with the words previously introduced in the pre-listening phase.
- Post-listening: The children sing and learn the song, after fulfilling the activity.



Introduce materials to practice the English vocabulary, such as worksheets in which students can associate, fill in the blanks, draw, etc. using the vocabulary of rights and responsibilities.



FOR LEARNING

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more.

OF LEARNING

Vocabulary guizzes and worksheets.

Once there was a

boy...

• Pre-listening: Before playing the song, pre-teach some possible vocabulary that the students might need. You can, for example, give the students a guide where

a. Being Responsible: www.youtube.com/

b. Honesty is true: www.youtube.com/wat-

c. Behaving properly: www.youtube.com/

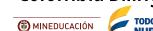
watch?v=IzEYos5En k

watch?v=LpGAY5tFogw

ch?v=J7JcXluRk-k

Colombia Bilingüe





This stage is centered on the activities for the student. Here are some possible tasks that students can do:



SUGGESTED TASKS

Read a short text on the subject, supported by images. For example (you can photocopy the text with the images for each child):

Luisa and Jani

Luisa is 7 years old. She's from Colombia.
Jani is 8 years old. She's from Brazil. (Draw with the flags of Colombia and Brazil)
Luisa and Jani meet. They are friends (Illustrate them smiling as friends)
They know their rights and responsibilities.
They have the right to an education (illustrate the right to education). And they are responsible for doing their homework and listening to their teachers (illustrating them doing their homework and listening to their teachers).

- *Translation: Luisa tiene 7 años. Ella es de Colombia. Jani tiene 8 años. Ella es de Brasil. Luisa y Jani se conocen. Son amigas. Ellas conocen sus derechos y deberes. Ellas tienen derecho a la educación. Y el deber de estudiar y escuchar a sus profesores.
- Pre-reading: Ask the children to read the title and see the pictures and imagine what the story is about. You can use questions like: Who are the girls? How old are they? What do they do? What are they doing?
- While-reading: Children can focus on the rights and duties they find in reading.
- Post-reading: Now you can group the children to create similar sentences to those from the reading and illustrate them. You can give them the beginning of the sentences and a bank of rights and

that they complete where it corresponds). For example:

We have the right to __(love / food / protection / a name and nationality / a family)
We have the responsibility to (give love / eat my food/ follow instructions / respect others / love my family)

- Create a photo album with pictures representing children fulfilling their duties. These images must be labeled in English.
- Create a school contract in English that contains the duties that all children must fulfill and publish it in the classroom.

 Example:
 - Raise your hand when you want to speak.
 - Wait for your turn.
 - Be punctual



Participate in a short and rehearsed role play about duties and responsibilities.

Example:

(a boy goes out and throws a piece of paper to the floor, a classmate walks behind and speaks to him)

A girl arrives to class without homework, and a boy tells her...

Boy: You should do your homework. It's your responsibility.

- You can create your own role plays according to your context and the duties that you need to reinforce in your classroom.
- Design flyers in English to distribute in your school about respect for the children's duties.





FOR LEARNING

Students check their drafts of the different tasks proposed with checklists or peer feedback.

Allow students to do second and even third drafts.

OF LEARNING

Check final drafts of posters and oral presentation scripts with the rubric.

Administer vocabulary and content quizzes.

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INTEGRATED INTERCULTURAL TASKS AND PROJECTS ISLAND REMEDIES

Return to the TPII by asking students about the local remedies which were collected in their family surveys: *What natural remedies do you have in your list?*

Make sure that every student has at least one natural remedy. If they don't have the words in English, help them translate into or use Standard English. You may bring a dictionary. Make a list on the board of the local remedies and which illnesses they treat.

COMMON ILLNESS	FAMILY MEMBER

Use this information to exchange information about states of health and possible remedies. Help the students with the vocabulary, writing examples on the board:

Do you have a sore throat? Take honey and lemon!

Do you have a sore throat? Take honey and lemor For a stomach ache, drink some ginger tea!

Help the students create conversations about the different common illnesses and the suggested local remedies which are on the board. Monitor the work of the students and have various groups share their conversation with the rest of the class.

The students can make their posters with drawings of people with symptoms of the illnesses and the suggested local remedy. When the posters are finished, stick them up on the walls of the classroom.

Tell the students to write down the following in their notebooks:

I have a	
I should take	

Tell the students to walk around the classroom, looking at the posters and completing the sentences in their notbooks. In this way, tell the students that the information they collect for the recipe books should be collected in the following way:

Title: Illnesses and local remedies.

Illness 1:

Suggested local remedy:

Depending on the institution and its context, you may develop other activities which are suggested here:

- Invite a local expert: If there is someone (ideally a grandparent or parent of one of the children), ask them if they may come to the school to talk to the students about medicinal plants. Spanish, English or Creole can be used to talk to the children. The local expert could show the students some examples of medicinal plants and give a demonstration about how to prepare it and what it can alleviate.
- Organize a field trip to a house/farm which has medicinal plants. In this way, they can learn about different plants and their uses. This can also be done in Spanish or Creole.
- If these are not possible, the teacher can obtain this information and their the students.

Make a list of the medicinal plants which grow on the island. For example: Oregano, Breadfruit, Annatto / Achiote, Sour sap, Vorvine, Noni/Hog apple, Breadfruit, Annato/Achiote.

Ask students if they know these plants or if they have them at home:

Do you know any of these plants? Yes, I do. Do you have them at home? No, I don't.

Have each student make a chart like this one:

PLANT	USES

The students need to complete the chart with relevant information. When back in the classroom, you should check that the students collected the necessary information. Organize the students into groups of three students and have them work together to make instructions for using the medicinal plants. Provide the students with possible ailments or problems: *Headache, Stomachache, Fever, High blood pressure, To lose weight, Sore throat*

• They could complete something similar to this:

Name	Noni	Picture
Found	San Andres	
For	Losing Weight	
Preparation	Clean the fruit, Put in hot water, Boil the fruit, Let the water cool and Drink the water	

This activity can help the students to recycle the use of the imperative from previous modules. If you have a class with Spanish and Creole speakers, make sure that the groups are mixed and tell them to help one another.

At the end the students should share their recipe books in the classroom. The information for each remedy can be a resource which the students can use when someone is ill.

If you have access to this book "Algunas plantas medicinales y sus usos en la isla de Providencia y Santa Catalina" and use it for ideas of herbal remedies from the islands. If you would like more information about the book, you can find it at the following link: http://www.banrepcultural.org/node/154743

This stage is for the students and the teacher to assess what they have learned, and activities to extend what was done are proposed.



Self- evaluation (in Spanish or Creole): Place students into small groups to assess what they have done in the tasks. Some questions may be:

- a. What did you like about this module?
- **b**. Which were your favorite tasks?
- **c**. What did you learn about your department?
- **d**. What difficulties did you have while doing the tasks?

for some of the

e. How did you solve those difficulties?



• Students discuss the questions with the help of the teacher and they summarize their answers which they may attach to their portfolios.



Create a contract in both English and Spanish, with the list of duties and responsibilities they promise to comply with at home or in the neighborhood.



FOR LEARNING

Self- evaluation

OF LEARNING

Rubric to assess portfolio (see appendix)

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MODULE 3

ENVIRONMENT AND SOCIETY: GOAL:

I take care of my city

Identify and express the effects of their

SUGGESTED TIME:

27-36 hours per academic period

actions on their local environment (neighborhood, district, city, town, bodies of water, wildlife) using simple phrases.

PERFORMANCE INDICATORS

KNOW

1. Identifies simple vocabulary related to elements of the environment in their context.

2. Recognizes expressions related to human actions against the environment. 3. Identifies phrases and expressions to

talk about causes

and effects.

DO

- 1. Classifies causes and effects within an environmental situation, using images.
- 2. Expresses, using phrases previously rehearsed, the causes and consequences of an environment-related situation. 3. Understands specific
- details about the environment, in a short text, if the language is familiar. 4. Describes environmental problems in their immediate community, using previously studied phrases.

BE

1. Works in a team to make their school community a better place to be. 2. Recognizes that their decisions and personal actions have consequences for others and the

environment.

LEARN

21st Century Skills Takes a shared

responsibility and values contributions of every member of the team.

Learning strategies

Takes advantage of every opportunity to learn English (e.g. learn songs in English)



SUGGESTED CONTENTS

VOCABULARY

Vocabulary to review

- Transition module 3: Animals and the environment

Camila, what can the fish do?

- First grade module 4: Collaboration
- Second grade module 3: Animals and their habitats

Environmental elements Animals and wildlife: trees, rivers,

oceans, sea, habitat, eco-system, turtle, fish, iguana, lizard, wild/domestic, dog, goat, cow etc

Environmental: plastic, garbage, pollution, good action, bad action, recycle, litter, clean, collect garbage Human actions Negative Logging / deforestation Littering / Polluting Using plastic Destroying animal habitats Mining Positive Recycling Reusing Cleaning oceans

Reforestation

Expressions for cause-consequence Logging causes habitat destruction Animals die because they eat plastic

Grammar to review

- Third grade module 1:should in simple sentences / Present simple
- Second grade module 4: Present simple tense

Gramática Presente simple People litter

Imperatives for warning: Warning: Don't use plastic Modals for expressing obligation Have to / must

English in practice People litter Save water / Save electricity Recycle, reduce, reuse Don't waste paper This is... It is good/bad because...It causes...

It damages... It destroys... It helps... It protects...

Sociolinguistic/Intercultural Values of respect for the environment. Effective group work.

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METHODOLOGICAL AND ASSESSMENT SUGGESTIONS FOR MODULE 3

BB

Bunny Bonita: Capsule 13.

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.

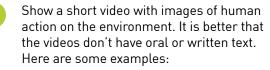
Ask students questions about the environmental elements that they can see in their school, neighbourhood and local surroundings. Write some on the board: trees, animals, oceans, creeks, parks, rocks, plants, flowers.

Option: You can ask students to bring a drawing with a picture of their surroundings with the names in English. This will help them prepare for the activities in the module and the TPII and allow them to answer questions more easily.



PREPARATION FOR THE TASK

ABC: Poster 12 The park.



- Human effect on the environment www.youtube.com/watch?v=pZ9jsQadfoU
- Human effects on the environment (enfoca la atención al mensaje visual ya que el lenguaje puede resultar muy avanzado para los niños y niñas) www.youtube.com/watch?v=j-hKuofYcK0
- How humans affect the environment www.youtube.com/watch?v=HHSAOd__ZD8 (Hasta el minuto 1:30).



- Pre-watching: Before playing the video, ask the students to talk with a partner in Spanish or Creole about the human actions that can affect the environment. In pairs, they can make a list. With the help of the teacher, this list can be written in English on the board, gathering the ideas of several groups (for example: pollution, logging, etc.).
- While watching: While watching the video, you can ask the children to complete a chart with pictures that show the effects that humans have on the environment.

• Post-watching After completing the video, you can ask the children to share their ideas and drawings with their partner next to them. They can then list possible solutions to those problems (using only English key words) and paste them into the classroom. They can use a dictionary and the help of the teacher to do this task.



Take students around the school to identify nature elements. You can ask them to bring their notebooks and draw them. Then, in the classroom, they can write the names in English.



ECO: Student's booklet My town: unit 3 lesson 2 PLanet is our home: unit 18 lesson 2

METHODOLOGICAL AND ASSESSMENT SUGGESTIONS FOR MODULE 3

Introduce materials where students can associate images with the topic vocabulary in English. Some examples can be worksheets where students can:

- a. Color and practice the spelling of the elements of nature and human actions: logging, littering, polluting, mining, using plastic.
- **b**. Associate the image with the name of the element of nature or the human action in English.
- **c**. Classify elements of nature as living and nonliving things.
- **d**. Classify causes and effects in a table, using images.



FOR LEARNING

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more.

OF LEARNING

Vocabulary quizzes and worksheets.





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This stage is centered on the activities for the student. Here are some possible tasks that students can do:

- Make a collage with recycled material: glass, plastic, cloth, bottle caps, etc., which contains a message in English about environmental care.
- Draw an illustrated table of environmental elements: Some examples are:
 Living/nonliving things;
 Wild animals/Domestic animals
 Birds/amphibians/fish/mammals, etc.
- Create a video or photo (or illustrated) album with examples of human action on their neighborhood or house environment, with their labels in English.
- Design and play an environmental Bingo game in English.
- Make a list of actions they can take to help reduce human impact on the environment. For example, save water, recycle, save electricity, do not waste paper.

6 Create a protection plan for the islands which form the Department of San Andres, Providence and Santa Catalina.



FOR LEARNING

Students check their drafts of the different tasks proposed with check-lists or peer feedback.

Allow students to do second and even third drafts.

OF LEARNING

Check final drafts of posters and oral presentation scripts with the rubric.

Administer vocabulary and content quizzes.



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Colombia Bilingüe TODOS PORUN NUEVO PAÍS

INTEGRATED INTERCULTURAL TASKS AND PROJECTS: RESPECT MY ISLAND, PROTECT MY HOME

This TPII aims to get the students interested in the use of English to speak about the local environment. The students will recycle, generate and use language related to the natural world. It is also an opportunity for them to develop knowledge about the effects that human actions can have on other humans, animals and plants. This TPII aims to have the students construct an action plan of environmental protection for the department.

Final product: The students will gather posters, slogans and products which they have created and demonstrate them in a school exhibition to inform more people about their project.

Start contextualizing students by showing some pictures of wildlife (animals, plants, trees etc) which are typical on the islands. Ask the students: Do you know what this is? Encourage them to say: This is a

Stick pictures of animals and plants from the islands on the board and write the name beside it (turtle, crab, palm tree, cockspur etc). If a student uses Spanish or Creole, ask the other st udents:

How do we say that in (standard) English?

Ask the students:

What other animals or plants do we have here on the islands?

Students can give examples in English, Spanish and Creole. If a student responds in Spanish or Creole, ask the other students: How do we say that in (standard) English? If a student suggests an animal that does not live on the islands (lion, elephant, giraffe) ask the students:

Do lions live here on the islands?

If a student mentions domestic animals (dogs, cats, cows, goats, pigs) ask the students:

Are dogs wild or domestic?

If necessary explain the difference between wild and domestic to the students and say that in this activity the focus is on wild animals or plants that grow naturally.

Write all the nouns on the board. When it is full of names of animals and plants which are from the islands. put the students in pairs or in small groups and tell them to complete the following chart to identify where the animals (that are written on the board) live:

Sea Animals	Land Animals
Turtle	Iguana
Fish	Lizard

If possible, take the children for a walk around the school to identify any animals or plants they see (they can mark this in their notebook and tell you what they see)

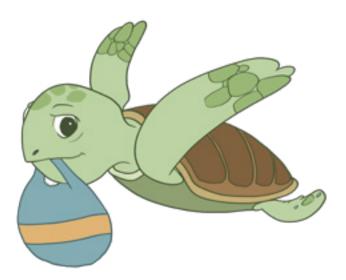
In a later class, begin by writing the following phrases on the board: throwing garbage, using plastic, polluting etc and ask the students to repeat various times.

Ask the students:

What human actions are good for animals and the environment?

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If the students respond appropriately, write the responses on the board. If the students cannot respond, ask them some closed questions related to human actions:

Is throwing garbage good or bad for the animals? Is using a lot of plastic good for the environment? Is it good to eat turtles/iguanas/crabs etc? Is recycling good or bad for the environment? Is it good or bad to throw garbage in the sea?

If the students do not understand a word, explain it to them in Creole or Spanish, but write the action in Standard English on the board.

Organize the children into pairs or small groups and tell them to decide if the actions on the board are good or bad for animals and the environment. When the students have finished, ask the class about the actions and the reason they are good or bad:

T: Is throwing garbage in the sea good or bad? Ss: Bad T: Why?

Ss: Because the animals die!

Here the students may answer in Creole or Spanish. If they answer in Spanish, ask:

Can anyone tell me how to say that in English?

If they answer in Creole, ask for Standard English. Example:

How do we say "it damage em " in Standard English?

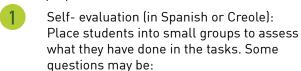
And then write the Standard English form "it damages them" on the board. Write the actions and their consequences on the board:

- Throwing garbage is bad because it destroys the habitat.
- Using too much plastic causes pollution.
- Recycling is good because it helps protect the animal's habitat.
- Throwing garbage in the sea is bad because it makes the turtles sick.

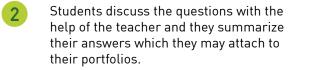
The students can create posters using these actions and their consequences to distribute in the educational institute. The design could be constructed in class with images, or photos which the children bring in. This activity might take one or two classes to complete.

As homework, the students can share with their families what they have been working on and learning in class. Similarly, ask them for the next session of the TPII, after module 4, to bring recyclable materials to use as part of the project.

This stage is for the students and the teacher to assess what they have learned, and activities to extend what was done are proposed.



- a. What did you like about this module?
- **b.** Which were your favorite tasks?
- **c.** What difficulties did you have while doing the tasks?
- **d**. How did you solve those difficulties?
- **e.** What ideas are you going to implement to protect the environment on the islands?





Didactic Idea: You can assign roles for the students to organize and maintain the recycling corner. This will help them gain a sense of belonging to the task.



Animal classification.
Environmental care.
Protection of the typical
wildlife in the department.



FOR LEARNING

Self- evaluation

OF LEARNING

Rubric to assess portfolio (see appendix)



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MODULE 4

A GLOBAL VILLAGE: GOAL:

I use technology appropriately

SUGGESTED TIME:

27-36 hours per academic period

Recognize and present in English good practices for the responsible use of technology and its role in the protection of the environment.

PERFORMANCE INDICATORS

KNOW

1. Identifies vocabulary and expressions related to technology. 2. Recognizes frequency adverbs such as always, sometimes, never. 3. Uses the word to (+ infinitive) to talk about the use of an object. 4. Recognizes the question how often do you...? to ask about the frequency of an action. **5.** Uses might to express possibility

DO

1. Asks and answers questions about habits related to the use of technology. 2. Describes technological elements they regularly use. 3. Talks about the use of an object using rehearsed phrases. 4. Compares the use of technology among the people in their community. 5. Describes basic uses of technology in the protection of the environment.

BE

1. Recognizes and respects similarities and differences among people regarding their age and the use of technology. 2. Identifies some possible risks of using technology. 3. Recognizes that access and use of technology is not equal for everyone. 4. Recognizes that technology has an important role in the protection of the environment.

LEARN

21st Century Skills Recognizes technology as an instrument for searching for information and

communication.

Learning strategies Practices English with their classmates.

SUGGESTED CONTENTS

VOCABULARY

Vocabulary to review

- Transition module 3 and

- First grade module 4: Parts of the house and Objects in the house Module 3 of 3rd grade

Technological devices TV, computer, mp3 player, earphones, videogame, tablet, phone / cell phone

Activities related to technology Do homework Watch tv Listen to music Play Search for information Do research

Time expressions Twice a day one/two/three hours every day Every day Two days a week

Expressions Questions about the frequency of an action How often do you... (use a computer)? I use a computer three hours a day.

Grammar to review

- Transition module 3 and

- Second grade/ Third grade module 3: Can/can't

Grammar

To + infinitive

I use a computer to do my homework.

Can (for possibility) Computers can be bad for you

Simple comparisons: I use a computer every day, but

Juan uses a computer once a week. I use a computer more than Juan.

Frequency adverbs. never, often, sometimes, always English in practice

How often do you use a computer?

I use a computer three hours a

She never plays with her friends. My sister sometimes listens to

music in the bedroom. I use an mp3 player to listen to music.

I use a computer more than Juan.

Sociolinguistic/Intercultural Respect for the technological limitations of older adults. Differences between communities to access and use technology.

Colombia Bilingüe



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METHODOLOGICAL AND ASSESSMENT

METHODOLOGICAL AND ASSESSMENT SUGGESTIONS FOR MODULE 4

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.

- Ask questions about the types of technology they have access to in the department. Write some on the board in English, next to their images: TV, telephone, cell phone, mp3 player, computer, etc.
 - You can use a comic, to introduce the topic, using images that show a child that spends all day using technology and how this causes him or her to have health problems or isolates him/her from his/her friends. You can ask students to describe the situation in Spanish or Creole, and give them some simple sentences to practice in English:
 - **a**. The boy/girl uses too much technology
 - **b**. He / she doesn't have time to play
 - **c.** He / She never plays with his/her friends
 - **d.** Select technological items which are most used in the department.



PREPARATION FOR THE TASK

BUNNY BONITA: Capsule 7

You can display the comic on the board and ask students to associate the images, with the previous phrases.





- Use flashcards with the English target vocabulary of the module.
- Introduce materials where students can associate images with the vocabulary. Some examples can be worksheets where students can:
- **a.** Color and practice the spelling of technological elements studied: TV, computer, mp3 player, cell phone, and a tablet.
- **b.** Associate the image with the English name of the technological device.

- **c**. Classify technological elements with their use or function in English (listening to music, watch videos, play, etc.) in a table.
- d. Select the most used technological device in the department.



Inclusion: Some of your students may not be familiar with these technologies. Seize the opportunity to approach them and share their experiences.



FOR LEARNING

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more.

OF LEARNING

Vocabulary quizzes and worksheets.

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Colombia Bilingüe





This stage is centered on the activities for the student. Here are some possible tasks that students can do:

1

Design and apply a survey in English in their school about technology use habits. Some survey questions can be:

1. How often do you watch TV?

- a. One hour every day
- b. Two hours every dayc. More than three hours
- every day.
- c. Never

2. How often do you use the computer?

- a. One hour every day day
- b. Two hours every day
- c. More than three hours every day.
- c. Never
- Once the survey is conducted to other students, results can be synthesized in a table or a graph.

NOTE: There is the option of conducting the survey and collecting the data in Spanish or Creole, in case you consider the task is too high for students' language level. In that case, the task would consist of reporting the results to the class, for which students can follow a model given by the teacher.

For example:

5 children watch TV two hours every day. While 2 children watch TV more than three hours every day.

2

SUGGESTED TASKS

Bring their favorite technological device and present it to their classmates, using rehearsed phrases like:

This is my _____ I like to play with my _____ I use it for



Inclusion: Be sure to closely follow the process of students with special learning needs. They may work on this task in pairs with partners who can support them.



3

Make a list in English, with images and text, of good practices for the use of technology.

For example:

Do not use your cellphone in class / in a family meeting.

Watch TV for one hour every day.
Use the computer to learn new things.



Recreate a short and simple conversation about technology in their lives.

For example:

5 children watch TV two hours every day. While 2 children watch TV more than three hours every day.



Create a mind map in English that illustrates the different uses of a computer (or any other familiar technological device).

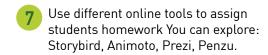
Other options depend on the resources you have at hand:

a. In collaboration with the technology or science teacher, you can design a cross-curricular project to integrate English and technology.

For example: Understand how a TV or computer works.

b. If you and your students have the necessary equipment, you can try to start online digital projects with your students. For example:

6 Create a blog for the English class and assign students some topics to contribute, by using short phrases or uploading videos or interesting material on the subject.





Inclusion: In those contexts where digital tools are not available, you can explore these resources at home and take the opportunity to show them in class. For example, illustrate the tool on a poster and explain how it is used, this is preparing them to face an increasingly digital world.



FOR LEARNING

Students check their drafts of the different tasks proposed with checklists or peer feedback.

Allow students to do second and even third drafts.

OF LEARNING

Check final drafts of: posters and oral presentation scripts with the rubric. Administer vocabulary and content quizzes.

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POST-TASK

INTEGRATED INTERCULTURAL TASKS **AND PROJECTS:** RESPECT MY ISLAND, PROTECT MY HOME

In this next session of the TPII, tell the children that they are going to be working on a very special project. If you like, tell them that they are superheroes and they have a special mission: To protect their local environment! The students must choose an animal which is found on the islands. Try and make sure that they select different animals.

Give the students some paper and tell them to draw their animal in the middle of the paper. When they are drawing, walk around the class and ask the students questions about the animals:

What animal is this? Where does it live? What is a good action for it? What is a bad action?

Students can respond in Spanish. Creole or English. Write the following sentences, or other similar messages on the board while the students are drawing:

Don't destroy my home! Don't throw garbage in my home! Don't eat me! Protect my home! Respect our island!

When the students have finished drawing, help them to choose an appropriate message and tell them to write it on their poster. You can ask them what the messages mean. While they are writing, check their understanding of the messages, and their spelling. When they have finished their posters, stick them up on the wall of the classroom and if possible, take photographs of some of them. Have the students walk around and look at their classmate's work. Help them to read the posters. They can vote for the best poster. Alternatively read the posters out one by one and get the students to repeat the message.

In the next class, focus the attention of the children on the posters which they created in the previous class. Ask questions to contextualize the theme and recycle language from previous classes:

What is this? Where does it live? What is a good human action for the turtle? What is a bad human action? What do we need to do for it? Where can we find information to protect this animal?

Ask questions to the students to offer more examples of good or bad actions.

Don't throw garbage - Recycle more - Use less plastic You could also have the students make a list of Do's and Don'ts. Ask the students about what they should do and shouldn't do.

Is it good to recycle plastic bottles? Should we throw garbage in the sea? Should collect garbage we see on the beach?

Write various slogans/messages on the table in different styles.

Don't throw garbage!! Respect your island!! Keep your beach clean! Recycle plastic and help our island!!!

Organize the students in small groups and ask them to use technology positively to create a slogan which they will decorate and reproduce on a mass scale through the use of social networks (Facebook, Instagram, Twitter). Tell them that their messages are very important and that other students need to hear their messages and join their mission! Ask the students to make their campaign on the social networks and that the group which has the most followers or likes will be the winner.

Remind the students of the special work that they have been doing on their project:

What did we do in the last class? What is our message/slogan? Who are we helping? What is our mission? Why is it so important? What social network was more effective in spreading our message?

Tell students that their next task or their next mission is even more important. Say that they are going to help the animals and plants of their local community by going on a field trip (this could also be a short walk in and around the school) and collecting any garbage or plastic items that they find. If this is not possible in the school, the activity can changed by having the students collect garbage or plastic bottles from around where they live and bringing it into school. If possible, contact Coralina and see if a representative can help you on the field trip. When the group is working on the trip, ask questions which can help recycle the language they have been using on the project:

Why is throwing garbage bad? Because it can..... (kill animals/ poison water/) Do the animals like this garbage? No, they don't.

What is our mission? Protect our island. What should we do with this trash? Recycle.

Use any important or local knowledge to share with the students and make it a day to remember. You could perhaps tell the students stories about other trips to the beach or explain how special and beautiful the island is and that it is their island and they need to protect it. This can be done in Spanish or Creole.

Final product: The students must form groups of three or four and with the collected items, create a new product which will serve the community. This activity may take 2 or 3 classes. When the groups have made their products, make an exposition in the school of the products and posters to generate awareness in the community about the protection of the environment. If it is possible, the groups can share the campaigns on social networks to see who receives the most "likes".

This stage is for the students and the teacher to assess what they have learned, and activities to extend what was done are proposed.



Self- evaluation: (in Spanish or Creole) Place students into small groups to assess what they have done in the tasks. Some questions may

- **a.** What did you like about this module?
- **b.** Which were your favorite tasks?
- c. What difficulties did you have while doing the tasks?
- **d**. How did you solve those difficulties?
- e. What did you learn about the environment and technology to protect on the islands.



Design and play a table game in English to review the vocabulary studied, and ask and answer questions about technology habits (e.g. monopoly, snakes and ladders)



Numbers, percentages, and graphs.



Uses of the computer.



FOR LEARNING

Self- evaluation

OF LEARNING

Rubric to assess portfolio (see appendix)









F O U R T H GRADE



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BASIC LEARNING RIGHTS

- Understands the main idea and supporting details in a short, simple, informative text about topics that are familiar or of personal interest.
- Asks and answers questions related to who, when and where, in written or oral form, after reading or listening to a short and simple text.
- Exchanges opinions about a topic of interest based on situations related to his/her immediate environment, using simple and familiar sentence.
- Compares basic characteristics of people, objects and places in his/her school and community, using simple sentences.

The following chart belongs to the scope and sequence with all the information related to the suggested modules for Fourth Grade during the school year.

SCOPE AND SEQUENCE

SUGGESTED LEVEL:Beginner A1.1 Fourth Grade

GOAL

LANGUAGE FUNCTIONS

OBJECTIVES

MODULE 1: Health and life I WATCH WHAT I EAT (27 - 36 hours)

Identify and introduce in English the effects of certain substances or food for your health (sugars, caffeine, salt, fat), through traditional stories of the department.

Give and ask for personal information about eating habits. Express moods. Give suggestions and recommendations on the use of certain substances. Expressing causes and effects of eating habits through simple sentences. Express likes about pasttimes.

Make simple sentences to describe the consequences of certain substances to humans. Identify words and phrases related to harmful substances and the consequences for human health. Suggest or give recommendations on the harmful effects of certain substances, in a simple conversation. Understand specific information in written and oral descriptive texts on the use and abuse of harmful substances.

GOAL

LANGUAGE FUNCTIONS

OBJECTIVES

MODULE 2: Peace and living together I LIKE TO TALK (27-36 hours)

Express agreements and disagreements in very simple conversations in English, contextualized by traditional stories. showing respect for the opinion of others.

Ask for and give apologies using simple sentences. Express own qualities. Express agreement and disagreement in a simple manner.

Request information about people's preferen-Give recommendations

and offer advice about situations which can occur in daily life.

Produce short oral and written texts related to environmental issues, based on an established model

Exchange information about the characteristics of their immediate environment. Identify relevant information in English on environmental degradation in short descriptive texts.

Understand the general idea and specific information in narrative and descriptive short. simple texts based on environmental issues. Mention in English positive and negative actions which affect the local environment. Take measures to alleviate a threat to the local environment.

MODULE 3: **Environment and** society LET'S TAKE CARE OF **OUR WORLD** (27-36 hours)

Compare in a simple way in English the actions that have a positive and a negative impact on the environment of the department.

Make simple comparisons about actions to take care of the environment. Describe the characteristics of their environment. Give and ask for information on daily activities related to the environment. Give suggestions and recommendations.

Produce short oral and written texts related to environmental issues, based on an established model.

Exchange information about the characteristics of their immediate environment. Identify relevant information on environmental degradation in short descriptive

Understand the general idea and specific information in narrative and descriptive short, simple texts based on environmental issues.

MODULE 4: A global village I LIVE IN A GLOBAL **VILLAGE** (27-36 hours)

Describe in simple English how their actions and those of their community affect our world and promote actions to help the local environment.

Describe the activities he or she performs every day. Express his/her opinion about some actions observed in his/her peers. Give and ask for informa-

about daily activities in their environment and community. Mention the causes and possible

effects human actions have on the lives of others. Interpret information about an important topic in their local context. Give suggestions and recommendations.

Identify specific information about the effects of their actions in narrative and descriptive short texts. Recognize causes and effects of globali-

zation in oral and written texts. Describe everyday activities and their consequences for other human beings in the world.

Exchange information on the relationships between different communities in the world, using simple sentences. Synthesize information from various activities to create an information campaign.

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MODULE 1

HEALTH AND LIFE: GOAL:

I watch what I eat

Identify and present in English the effects

of certain substances or food for your health (sugars, caffeine, salt, fat), through

traditional stories of the department.

SUGGESTED TIME:

27-36 hours per academic period

PERFORMANCE INDICATORS

1. Identifies the uses of Whquestions to get specific information.

KNOW

- 2. Recognizes the vocabulary related to the main substances harmful to health, in short written texts.
- 3. Identifies the main effects of certain substances to his/her health in short written texts.
- 4. Recognizes words and expressions to make recommendations or suggestions regarding the use of substances to health. **5**. Recognize the messages and morals which traditional stories have.

- DO
- 1. Asks for information using Wh-questions. 2. Understands and associates the harmful substances and their effects in short written texts.
- 3. Gives recommendations about the consumption of certain substances. 4. Exchanges information about the harmful effects of certain substances to

health.

5. Makes a list of products containing substances harmful to health. **6.** Identify details in traditional stories.

- BE
- 1. Values taking care of his/her body. 2. Promotes actions to prevent consumption of harmful substances to health.
- 3. Values the local traditions.

LEARN

Predicts the content of a text based on its title, subtitles or images.

21st Century Skills

Learning strategie Synthesizes relevant information from a text.



VOCABULARY

Headache, obesity, diabetes,

The alphabet / spelling

how do you spell___?

Family: mother, father,

parents, grandparents

grandmother, grandfather,

hyperactivity, heart problems

Vocabulary to review:

- Second grade Module 1: Healthy
- Third Module 3 Expressions for cause and consequence

Harmful subtances and food sugar, caffeine, salt, fat,

candy, fast food, lunch meat (embutido) / sausage soda, butter, fried foods Activities: play games, play football, read, watch tv, swimming, tell

Nations/Identities: African,

Harmful effects

Jamaica, Costa Rica, Colombia, Nicaragua

Expressions

Sugar is bad for your health Salt can cause many health problems. Caffeine produces... It can cause...

Sugar is dangerous because... ... it is bad because...

Eat more fruits/vegetables Expresiones to make recommendations or suggestions

You must not eat too much candy. you must not drink too many sodas. You should eat healthy food.

Grammar to review

stories

Third grade Modulo 1: should/ shouldn't

- Third grade Modulo 3: Must v Have to to express obligation
- First grade module 1, Second grade modules 2 and 4: Question words who, when, where Do you like...? What do you like...? Present simple Past simple Gerunds: reading, swimming, playing telling

Grammar

Modal verbs Compound sentences Must / should / have to

Connectors

and, but, because

English in practice

Caffeine produces hyperactivity. Fast food can cause heart problems.

You must not drink too many sodas because they can cause diabetes.

Sociolinguistic/Intercultural

Showing interest for others Value their own culture.

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METHODOLOGICAL AND ASSESSMENT SUGGESTIONS FOR MODULE 1

Suggested Project: Do not harm yourself! The purpose of this project is to identify the harmful health effects of certain substances.

Suggested Product: Create a campaign to raise awareness about the consumption of food with high levels of sugar, salt, fat, and caffeine.

- •The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.
- Talk to students in Spanish or Creole about good health habits. Once students present their ideas, then ask if they know of some substances we consume and that can be harmful to health. Write them on the board.
- Guide students to read the following short texts about the effects of caffeine in our body

PREPARATION FOR THE PROJECT

Caffeine: http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=285&id=1630

• Pre reading: Write the word caffeine on the board and ask children if they know products or foods that contain it: Coffee.

Talk to them about the characteristics of coffee (Color, smell, taste, etc.). Ask them to predict the content of the text based on the illustration and titles. Children can write these predictions in their notebook or teacher can write them on the board in Spanish.

• While reading Ask the children to be

stimulant.

- Post-reading: Then, ask them to answer the following questions in their notebooks based on the text found in the previously proposed link:
- What is caffeine? a)
- b) What are the effects of caffeine?
- c) Where can you find caffeine?

attentive to the words or expressions that are highlighted in the text. Emphasize the meaning of those words: Chemical, drug,

METHODOLOGICAL AND ASSESSMENT **SUGGESTIONS FOR MODULE 1**

Introduce flashcards with the names of the substances in English: Sugar, Caffeine, salt, fat, etc. Promote a small spelling exercise with the children (Check the alphabet in English) How do you spell salt? / Sugar / fat, etc.



Didactic idea: Predicting is a learning strategy that may help students get ready before reading or listening a text. Use it whenever you need it!

Ask the children if they know of any harmful effects that these substances can produce in our body, list their answers in Spanish. Make a list on the board presenting the effects proposed by them with their equivalent in

English. You can also bring some pictures to help them in case they do



Inclusion: Talk with children about how the food we eat has different reactions in different people. For example, you can address the problem of obesity and its relationship with consumption of sugars and fat, raising awareness about respect for obese people.

In a chart, the children can make a list in English of the products in which they find these substances. Review of emerging vocabulary.

SUGAR	SALT	FAT
Corn flakes	Tomato sauce	Mayon- naise
Candy		



FOR LEARNING

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more.

OF LEARNING

Design and check vocabulary guides.









This stage focuses on students' work. Below, is a list of possible tasks or stages that students can perform throughout the module to help consolidate the final product:

- 1 Watch the videos and complete the chart in English "The sugary truth", "How sugar affects the brain" which presents the harmful effects of excessive consumption of sugar in our body and finally, "Balanced diet" which makes recommendations about how to lead a healthy life through a balanced diet:
 - "The sugary truth": //www.youtube.com/watch?v=EFlnlGx0B5U
 - "How sugar affects the brain": ://www.youtube.com/watch?v=IEXBxijQREo
 - "Balanced diet": www.youtube.com/watch?v=YimuldEZSNY

Substance	Products	Effects
Sugar Salt Proteins	Ice cream Soda	Obesity

- Model short dialogues for students with the following structure:
 - Do you like soda?

DEVELOPMENT

PROJECT

- yes, I do. I love it!
- when do you drink sodas?
- In the afternoon and in the evening.
- you must not drink too many sodas. soda contains sugar and sugar can cause obesity.
- oh, I know but I like it.
- yes I know but you should eat more healthy food. / vegetables.
- Create small ads to promote the decrease of consumption of these substances.

 Ads can point out the consequences of their consumption as well as recommendations to stop using them.



- a. Sugar is sweet but not healthyb. Too much salt in your diet can cause health problems
- Design posters in English using some phrases and expressions learned in class and included in the following video previously seen:
 - "Balanced diet": www.youtube.com/watch?v=YimuldEZSNY Write and conduct a survey in English



Didactic Idea: Always remember to give children a task to do while watching a video or listening to an oral text. Thus, they will have a reason to pay attention.

- about the consumption of certain substances.
 - •What do you eat for snack / lunch? Students present the results:



- Who eats more sugar / fat?
- Who drinks more sodas /caffeine?
- Prepare a short oral presentation in English to give to students in other classes. Design visuals to aid the comprehension:

Eating too much fat is not good for our health. Fat can cause high blood pressure and obesity. We must eat healthy food, for example, fruits and vegetables.



FOR LEARNING

Students check their drafts of the different tasks proposed with checklists or peer feedback.

Allow students to do second and even third drafts.

OF LEARNING

Check final drafts of: posters and oral presentation scripts with the rubric.

Administer vocabulary and content quizzes.



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INTEGRATED INTERCULTURAL TASKS **AND PROJECTS: OUR STORIES AND WHAT THEY TEACH US!**

Oral tales and stories are an important aspect of the cultural tradition of the department of San Andres, Providence and Santa Catalina. In this TPII, English is used as a tool to talk about local traditional stories, and these stories are used to introduce the theme of healthy eating habits.

Final product: The boys and girls produce a menu of healthy local food and present a short play based on the Anancy stories and inspired by their

PRE-TPII

Show the students some images of free time activities: Play football, Watch tv, Reading, Swimming, etc. This is a chance to recycle language learned during module 1. Write the following question on the board:

What do you like to do in your free time? Tell the students your responses:

I like to read stories with my children I like swimming I don't like to watch tv much

Ask the students: Do you like to hear stories, like the Anancy stories?

Stick a large map of the world on the board. Ask the students about the history of Anancy stories:

What Anancy stories do you know? Who tells you these stories? What do we learn from these stories?

If it is possible, have a local storyteller or someone from the local area who knows a lot about the Anancy stories to come in and tell the students a bit about the history of the Anancy tradition, and where the tradition comes from. For example:

Anancy stories come from West Africa. They are typical

in many parts of the Caribbean where there are African descendants. People tell these stories in the Caribbean in countries like Jamaica, Trinidad, Nicaragua, Costa Rica, Colombia and Panama. We hear them here in San Andres and Providence. They are funny stories but they teach a lesson. They are part of our culture.

Read the information two or three times to the students. After ask questions to the class:

Where do the stories come from?

(They come from West Africa)

What countries tell these stories?

(They tell these stories in Jamaica, Trinidad...)

What do we learn from these stories?

(We learn lessons)

Why are they important?

(They teach us a lesson. They're part of our culture)

Help the students to answer these questions and write the answers, including all the country names on the board. Help the students to understand any key words or phrases. If the students ask about the West African origins, talk to the class about the history and social history of the Caribbean, as well as the history of slavery which existed there.

DURING TPII

Organize the class into small groups and give them a large sheet of paper. Tell them they are going to draw a map, showing the Caribbean and Africa. Tell them to draw an Anancy spider in all the areas of the map associated with the tradition. Alternatively you could print blank maps and have the students colour the maps and draw spiders wherever the tradition is found.

Help the students to write captions or a title on the map. For example:

Anancy: An African tradition Our Caribbean, Our Stories

Have the students stick their work on the wall and if possible take photos of the maps etc.

In the next class, choose a simple and short Anancy story which you know. Read the story two or three times. Write it on a large sheet of chart paper. This can be done in English, Creole or Spanish.

Prepare some questions about the story. Give them to the students before they read/hear so that they can focus their attention.

Ask some general questions about the traditional stories: Do you hear these stories a lot? When do you hear them? Who reads them to you?

Tell the students about your own memories of hearing these stories:

When I was a kid, I used to love the Anancy stories My grandmother told me the stories I listened with my brothers and sisters We laughed a lot It was a lot of fun

This might be a good opportunity to revise or teach the past simple to the students (listened, didn't listen, went, didn't go).

Tell the students to ask a family member to tell them an Anancy at home before the next class.

Tell the students they are going to hear an Anancy story involving food (Breda Anancy and the rondon, Breda Anancy and the plantains or any story which is not too long, involves food and has a clear message).

They made Rondón and he (Anancy) had his share and one was left for Tocuma and he ate Tocuma's rondón. When Tocuma came and asked him about it, my man laugh and jump up in the air. Tocuma grab him by him waist and held him so long, that is why Anancy has such a small waist.

Draw pictures on the board which represent the stages and sequence of the story. Read the story to the class slowly and signal to the pictures on the board to help the students follow the story. If necessary read the story two or three times.

When the class is ready ask the students questions about the drawings on the board:

What is Breda Anancy doing here?

(He is eating)

Who is he with? (He's with Tocuma)

What are they eating?

(They are eating rondón)

What does Breda Anancy do here?

(He eats all the rondón)

What happens to him?

(Tocuma holds him. That's why he has a small waist)

Write the responses beside the pictures. For example:

Breda Anancy was with Breda Tiga They were eating plantains.

Breda Nancy took Tiga's plantain.

Tiga was angry and he hit Breda Anancy.

After, have the students focus on the theme of food, Ask: What was Bred Anancy and Breda Tiga eating? – Rondon. Plantains etc...







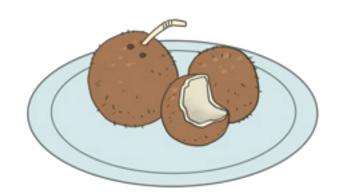
Ask the students about the food which they can find in their local context. Organize the responses according to the type of food they mention:

Fruit/Vegetables	Meat/Fish	Snacks/Fast Food

If a child answers in Spanish or Creole, help them to use standard English.

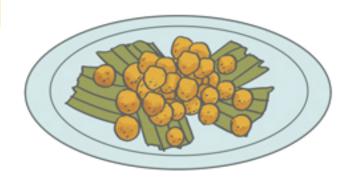
When there are various examples on the board, organize the students into pairs or groups and tell them that they have to organize the food into two categories: Healthy, Not healthy

After, have the students share their lists and help them to explain why the food is healthy or not. For example: Fruit is healthy for us, because it has many nutrients. Fast food is unhealthy, because it has a lot of fat. That's bad for our body!



Focus the attention of the students on the healthy food (fruit, vegetables, fish) which is found in their local context. Put the students to work in groups in order to prepare a menu consisting of food found in the local context. For example:

Breakfast: Fresh fruit salad (mango, papaya and banana), Lunch: Grilled lionfish with fried breadfruit Dinner: Rice with shrimps





Finally, organize the various menus and make a weekly menu of local food.

At this stage the students present their project products. Extension and assessment activities are suggested.

- Presentation of the campaign to the school community. Students can prepare a big stand where they can share the results of the survey, the ads and posters in English.
 - Organize a health campaign with the presence of a doctor or nurse invited to the school. This way, students can socialize in groups the effects of each substance. Students can also prepare questions for the guest in in Creole, Spanish or English.
 - Self- evaluation (In Spanish or Creole): Place students into small groups to assess what they have learned:

This stage is for the students and the teacher to assess what they have learned, and activities to extend what was done are proposed.

Self- evaluation: Place students into small groups to assess what they have done in the tasks. Some questions may be:

- a. What did you like about this module?
- **b.** Which were your favorite tasks?
- c. What difficulties did you have while doing the tasks?
- d. What did you learn about traditional stories?

Students discuss the questions with the help of the teacher and they summarize their answers which they may attach to their portfolios.



Didactic Idea: This task can be done with teachers from other grades / areas.



Effect of substances harmful to health.





FOR LEARNING

Self- evaluation

OF LEARNING

Rubric to assess their Posters(see appendix)

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MINEDUCACIÓN





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SUGGESTED SYLLABUS

MODULE 2

PEACE AND LIVING TOGETHER GOAL:

I Like To Talk

Express agreements and disagreements in very simple conversations in English, inspired by traditional stories, showing

respect for the opinion of others.

BE

SUGGESTED TIME:

27-36 hours per academic period

PERFORMANCE INDICATORS

KNOW

- 1. Identifies words and expressions to apologize. 2. Identifies structures to express other people's qualities.
- 3. Recognizes some vocabulary and expressions to describe themselves and others.

DO

- 1. Asks for and gives apologies when a mistake has been made. 2. Describes his /her qualities and those of others using simple structures.
- 3. Expresses his/her opinions by not offending or embarrassing their
- 4. Recognizes messages in the traditional Anancy stories.

1. Respects the opinions and positions of his/her colleagues in issues of common interest. 2. Represents his/her views respectfully. 3. Makes recommendations about appropriate behaviour in the local

context.

LEARN

- 21st Century Skills Listens carefully in order to clearly identify the meaning and position of the speaker.
- Learning strategies Presents a study schedule with his / her peers and he/she finishes it.

SUGGESTED CONTENTS

VOCABULARY

Vocabulary to review:

- First Grade module 2,
- Second grade modules 2 and 3
- Third grade module 2: Adjectives

Adjectives for physical appearance

Short / Tall Slim, thin / Heavy, chubby curly / straight

Personality adjectives

Nice, clever, easygoing, outgoing, silly, shy, hardworking, kind, mean, honest, dishonest, good, bad, polite, impolite

Food: fruit, mango, papaya, pineapple, apple, meat, soup, fish

Expressions to state his / her opinions

I think that... In my opinion! I think he/she/it is he is really nice...

lagree / I disagree - I don't agree

Expressions to ask and offer apologies

Sorry! Please, don't be disrespectful... My name is...please do not call me like that. Sorry, I think this is mine, not yours.

Please don't be mad at me.

Expressions of courtesy

Thank you, Excuse me, Please May I have...,

Grammar to review

- Second grade modules 1 and 4; - Third module 1: Simple present

Grammar

Simple questions to ask for someone's opinion or appearance What do you think about What is your opinion about_

What is he/she like?

Need to/Should/Shouldn't/Must

English in practice Luis is really nice and clever.

He is short and slim. What do you think about Yenis? I think she is a very good friend. I am a tall boy. Carlos is a good friend. Sara is a shy girl. I agree with you / I disagree with you.

Sociolinguistic/Intercultural

Concern for the others.

Colombia Bilingüe

MINEDUCACIÓN **NUEVO PAÍS**

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METHODOLOGICAL AND ASSESSMENT

SUGGESTIONS FOR MODULE 2

METHODOLOGICAL AND ASSESSMENT SUGGESTIONS FOR MODULE 2



Suggested Project: Let's talk!

The purpose of this project is to have students demonstrate the value of dialogue as the main strategy to manage conflicts. **Suggested product**: Create an exhibition of short videos showing examples of dialogue as a conflict management strategy.

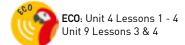
• The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.



PREPARATION FOR THE PROJECT

Inclusion: If you have children with hearing or oral language disabilities, you can use this activity to use sign language or body language. It is an opportunity to make them participate!

Group students according to their affinities (favorite color, animal, etc.). All students must belong to a group.



Each child chooses a classmate to describe in English using simple language E.g.This is Luisa, she is short and slim. You can also bring pictures or posters with students from different races or different abilities so that students become aware of the need to accept everyone. This can be done in Spanish or Creole.

Review the vocabulary and structures to describe someone in English;

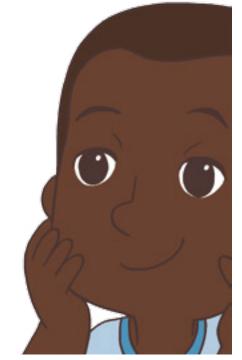
Teacher: Is this Luisa?
Students: Yes, she is luisa.
Teacher: is she tall or short?

In groups, students review and make corrections to their short texts, the teacher monitors the process.



BUNNY BONITA: Capsule 2 and 8

Divide students into two groups. One student stands up and starts describing someone in English. The opposite team must guess who is being described. Students take turns to finish the activity.





FOR LEARNING

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more.

OF LEARNING

Vocabulary quizzes and worksheets.

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Colombia Bilingüe





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- 1 Watch carefully the following videos:
 - Pre listening: Write on the board the following expressions: Thank you, Excuse me, Please, May I have ..., and ask the children to draw up a list in English of situations in which they can use them.

Complete the list with the expressions of the following video:

"Classroom rules": www.youtube.com watch?v=ddvTFgzkS5M

• While listening: Ask the children to watch the video and describe the proposed situation:

"Use polite words" www.youtube.com/ watch?v=o1WJnbJDTS0

• Post listening: Have the children list the rules of behavior in English. In small groups, they can design small posters to be used as decorations, hanging in the living room.

DEVELOPMENT

- Ask students to mention the basic classroom rules/norms. Have them sit in small groups to brainstorm daily situations where conflict can happen in their classes (e.g. bullying, bumping into someone, taking something without permission). This can be done in Spanish or Creole, but the teacher could also introduce these expressions in English.
- Design small cartoons representing the situations identified in the previous stage. Make sure to include students with disabilities.



Write short descriptions in English to each cartoon, for example:

This is Tom. He is a good student. He likes math and science. This is Jane, she is Tom's friend. Somebody pushes Jane / Yells at people ... / She tells Tom: Please, show some respect / He says: I'm sorry. In my opinion... pushing people is a bad behaviour and we need to stop it.

5 Students exchange the descriptions and revise the content and if needed.

correct any spelling mistakes with the quidance of the teacher.

6 Check the vocabulary to ask for and make excuses. Students can prepare in written form small conversations that they will present orally in English.

E.g. - Hi Lucho, how are you?

- I am fine and you?
- Hey I think that pencil is mine.
- Oh, I am sorry, please don't be mad at me.
- It is ok, don't worry.
- Sorry!

- I am sorry I offended you
- Please, don't be disrespectful...
- My name is...please do not call me like that.
- Sorry, I think this is mine, not yours
- Please don't be mad at me.
- 7 Ask students to participate in short conversations in English they have to write, using the following prompts:
 - One student hits someone with the ball.
 - One student makes fun of someone because of a physical characteristic or physical challenge (Inclusion).
 - Students bully other student.
 - Students are arguing about different
 - Soccer teams.
 - One student throwing garbage.
- 8 Invite students to choose the situation they would like to represent based on the previous activity, and encourage them to video record them following the model introduced with task 6.



FOR LEARNING

Students check their drafts of the different tasks proposed with check lists or peer feedback.

Allow students to do second and even third drafts.

OF LEARNING

Check final drafts of posters and oral presentation scripts with the rubric. Administer vocabulary and content quizzes.

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INTEGRATED INTERCULTURAL TASKS AND PROJECTS: OUR STORIES AND WHAT THEY TEACH US!

In this second part of the TPII, promote that the students use some reading strategies to identify the message, and describe the significance of the story. Ask:

Did you hear an Anancy story at home? Who told you the story? What was the story?

Show the class some pictures related to the next Anancy story which they are going to hear. This story should be related to the theme of behaving in the right way with friends. Some examples might be Anancy, Tiga and the river or Breda Tiga, Breda Anancy and Breda Monkey. You should choose whichever story you think is appropriate but it should not be too long and have a clear message or moral concerned with how we should treat one another: honesty, politeness, being mean/kind.

Ask the students about what they see in the pictures to identify any key vocabulary which appears in the story. If possible, try to get an experienced storyteller from the community to come in and speak to the children. It would be great to have a family member of one of the children come in. They could read the story and speak to the children about their memories of the Anancy stories.

Draw pictures that represent the stages and sequence of the story. Ask the students to predict what is going to happen in the story:

Who is this?
What do you think is happening here?
What is Brother Tiga doing here?

Focus the attention of the students on the stages of the story and ask questions to construct the story. For example:

What are Breda Tiga and Breda Anancy doing? (They are having a race)
What happens when they get to the river?
(They can't get across)
What does Breda Anancy do?
(He tricks Breda Tiger)
What happened to Breda Tiga?
(He fell in the river)

If the students respond in Spanish or Creole, help them to translate or to use standard English. Write sentences on the board which correspond to each of the stages. For example:

Breda Anancy and Breda Tiga were having a race. They came to a river.

Breda Anancy tricked Breda Tiga and he fell into the river. Breda Anancy won the race.

Have the students work in small groups and take turns reading the story to one another. Focus the student on the message of the story and ask the students some questions. For example:

What happened at the river? Was that good or bad? Why?

Encourage the students to recycle language for expressing opinions from module 2:

I think... In my opinion... How was Breda Anancy?

Help the students to recycle adjectives from module 2, such as *mean, kind, honest, dishonest, polite, impolite.*Write some key phrases or sentences on the board:

Breda Anancy was mean to Breda Tiga, Breda Tiga got angry, Breda Nancy wasn't honest.

Ask the students: What should Breda Anancy do at the river?

Help the students to use the language correctly and write suggestions on the board:

He should be honest

Breda Anancy shouldn't be mean to Breda Tiga He shouldn't cheat

Final product: Ask the students to recreate the story in a small play.

Organize the students in small groups. Make sure that there is a student for each character (one for Breda Anancy, one for Breda Tiger, one for Breda Monkey, etc.) and also that there is one for the narrator who will read the story and talk about its message.

Use the standard English version that was written on the board and that the students copied into their notebooks. The students that play the characters need to act out the actions of each of the stages while the narrator talks. At the end of the story, the narrator should give a recommendation:

Be kind to your friends Don't be dishonest You shouldn't be mean to people

Give the students plenty of time to practice their play and after, they will present in front of the class. Alternatively, the boys and girls can do a short play based on their daily lives which use the lessons and examples of the stories to give advice or recommendations. These plays should include other language from the module (I agree, I disagree, I m sorry, etc.).

At this stage the students present their project products. Extension and assessment activities are suggested.



Presentation of the videos to other classes or the school community.

- Self- evaluation (In Spanish or Creole): Place students into small groups to assess what they have done in the tasks. Some questions may be:
- a. What did you like about this module?
- **b.** Which were your favorite tasks?
- **c**. What difficulties did you have while doing the tasks?
- **d**. What story did you like the most?
- e. What did you learn about your department?

Students discuss the questions with the help of the teacher and they summarize their answers which they may attach to their portfolios.







....

Importance of language in conflict management



Respect

FOR LEARNING

Self- evaluation

OR LEARNING

Rubric to assess their portfolio (see appendix)

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SUGGESTED SYLLABUS

MODULE 3

ENVIRONMENT AND SOCIETY: GOAL:

Let's take care of our world!

Compare in a simple way in English the actions that have a positive and a negative impact on the environment in the

SUGGESTED TIME:

27-36 hours per academic period

department.

PERFORMANCE INDICATORS

KNOW

1. Understands concepts and processes related to the conservation of the environment. 2. Establishes practices that may favor or harm the environment. 3. Identifies the threat of the lionfish to the coral reefs of the department.

DO

- 1. Raises his/her own solutions to environmental problems in their community. 2. Compares human
- actions that affect positively or negatively the environment. 3. Designs a campaign to take care of the environment in their school and community. 4. Designs a campaign to face the threat of the

lionfish.

BE

1.Recognizes the importance of the environment. 2. Promotes actions to preserve the environment. 3. Assumes the responsibility of caring for the local environment.

LEARN

- 21st Century Skills Analyzes a specific problem or situation and proposes solutions for it.
- Learning strategies Asks his/her classmates for help to perform a task.

SUGGESTED CONTENTS

VOCABULARY

Vocabulary to review:

- First grade module 4: Sustainable consumption habits
- Third grade module 3: The environment
- Fourth grade module 1: Expressions for cause and consequence.

Vocabulary related with the environment

Habitat, creatures, ecosystem clouds, plants, animals Ozone layer, gas emissions, pollution, smog

The natural world: sea, ocean, habitat, eco-system, coral reef, fish, lionfish, crab, shark, grouper (mero)

Geographical: Caribbean Sea. Pacific Ocean

worried, scared, disappointed, optimistic, good, bad, dangerous, poisonous, beautiful, ugly, worried, delicious

Expressions to promote actions

I want to help to reduce pollution. Let's reuse old boxes and plastic bottles.

I propose to...

Expressions for solutions

I think we shouldn't waste too much water.

we should turn off the lights when we have natural light. This is...It is good/bad because...It

causes...It damages...It destroys... They are...They live...They eat...I think...We should...

Grammar to review

- Module 1 of 3°: Should / shouldn't

Wash (your hands), empty (water cans).

Reduce / Recycle / Reuse Plant a garden...

Don't litter... **Compound Sentences**

When

We should close the tap when we brush our teeth.

Is this good/bad?

What do...look like?

Where do they live? Why are they bad?

Present simple

Imperatives

Need to/Should/Shouldn't/Must

English in practice

Let's reuse old boxes and plastic bottles to reduce pollution. We should turn off the lights when we have natural light. I am worried about the plants and animals in our ecosystem.

Sociolinguistic/ Intercultural

Concern and interest for the environment.

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They are having fun!

METHODOLOGICAL AND ASSESSMENT **SUGGESTIONS FOR MODULE 3**

Suggested Project: Save the environment!

The purpose of this project is to raise awareness around environmental issues through considering specific actions to make.

Suggested Product: Design an ecological wall.

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.

- Make a list in English of the main elements and processes that are part and influence the environment.
- Establish the importance of taking care and protecting the environment. With the help of a projector and / or a computer, invite your children to play "Clean and Green" which will help them learn ways to recycle. "Clean and green" learnenglishkids.britishcouncil.org/en/games/clean-and-green
- Initially, motivate children to describe what they see in the picture: This is a bedroom. There is a bed, a table and some dustbins to collect or to recycle the trash.



PREPARATION FOR THE PROJECT

ECO: Student's Booklet Do not do that: Unit 18 lesson 3



BUNNY BONITA: Capsule 13

- Watch the following video "Environment: ecosystem around us" which covers some aspects related to the environment and how to take care of it. Ask the children to take careful note of the concepts introduced: "Environment: ecosystem around us": www.youtube.com/watch?v=WDLC9igcfQw
- Invite the children to write in their notebook the concepts (Creatures, habitat, observe, ecosystem, fertilize, compost, etc.) and represent them through drawings.
 - In case you do not have the technological resources suggested, you can design a lottery with the concepts and drawings, you can even do it in the company of the children and then use it to learn the suggested vocabulary.

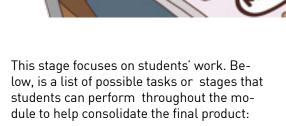


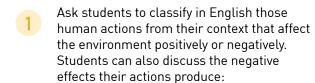
FOR LEARNING

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more.

OF LEARNING

Vocabulary guizzes and worksheets.





The dog and the cat are playing.

Human actions	Positive or negative?	Effects	Solutions
Littering	Negative	Pollution	Don't litter Recycle

- Invite students to listen to and learn the song: Mother Earth
- Pre listening: Write on the board the words: Earth, home, mother. Ask the children to tell why the earth can be seen as our home and as our mother.
- While listening group the children and give them some pieces of papers in with parts of the lyrics of the song "Mother Earth" which tells us how we can make this planet a much better and more livable place. Play the song several times so that the children put the lyrics in the correct order. Mother Earth: www.youtube.com/watch?v=l A3FMf3 Qw



Artistic mural exhibition

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• Post-listening: Ask the children to take the phrase they liked most and design a poster.



Watch the following videos"Reduce, reuse, recycle" and "The 3 R's for kids" with the aim of raising awareness on the different ways of recycling with which the children can make their contribution to the environment

"Reduce, reuse, recycle" www.youtube. com/watch?v=SKvGgb3YcDQ

"The 3 R's for kids": www.youtube.com/watch?v=TjnNOCbuoCA

Ask students to complete the following table in English with elements or products from their environment:

• REUSE	old plastic bag	
• REDUCE	paper	
RECYCLE	glass bottle paper	

Based on the table, encourage students to create mottos in English following this structure:

- We shouldn't waste too much water to preserve the environment.
- We should turn off the lights when we have natural light.

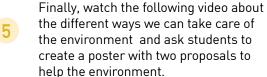


Suggest students read stories in English such as "Planet Earth" and "Environment" with the purpose of helping students grow awareness about the planet and the different practices that we must take into account to take care of it:

"Planet Earth": learnenglishkids.britishcouncil.org/en/short-stories/planet-earth "Environment": learnenglishkids.britishcouncil.org/en/category/topics/environment

Review the vocabulary and expressions

used in English. You can print the story from the web page with comprehension activities to do in class.



"8 ways kids can help the environment": www.youtube.com/watch?v=vONBU7b-tYuo

To accompany the poster, children can start with the phrase:

I propose to ... turn off the lights to help the environment



Inclusion: In contexts where there are faults in the electrical or water shortage(or does not exist), take advantage of this module to reflect on possible solutions and actions of daily life to overcome these difficulties.



FOR LEARNING

Students check their drafts of the different tasks proposed with check-lists or peer feedback.

Allow students to do second and even third drafts.

OF LEARNING

Check final drafts of: posters and oral presentation scripts with the rubric.

Administer vocabulary and content quizzes.

INTEGRATED INTERCULTURAL TASKS AND PROJECTS: PROTECT OUR REEF. STOP THE LIONFISH!

Using elements from the island is a way to strengthen the language learning process, and at the same time, generate respect among the children for the nature which surrounds them. In this TPII, the students recycle, generate and use vocabulary related to the environment and the sea.

Product: At the end of this project, the students must produce a leaflet about the lionfish, including all the knowledge and language which they have learned during the activities.

PREPARATION TPII

Show the students a picture of a lion fish and ask them: *Do you know what this is?* If they answer in Spanish, ask the class if they know the name in English and then write **Lionfish** on the board. Ask the students what they know about the lionfish. If they answer in Spanish or in Creole help them to translate or use Standard English and write some short sentences on the board:

Lionfish are from the Pacific ocean.

Now they live in the Caribbean sea. In our sea.
They are beautiful.
They are poisonous.
They eat a lot of fish.
They are not good for our sea.

Clarify any doubt the students have about vocabulary. For example, **What does poisonous mean?** to help them understand any new vocabulary.

If possible show the students the following cartoon about lionfish. www.youtube.com/watch?v=e4bPMdjLmNY

Use the video to contextualize the theme. It may be necessary to explain some key words to the students before they watch it: **Lionfish, Coral reef, etc.** It's not expected that the children will understand the video totally, just a general comprehension of what happens. Stop it as you watch to ask questions and check understanding throughout:

What do the Octonauts see?
(They see a lionfish)
What do the lionfish look like?
(They are beautiful/big/ugly)
Where were the lionfish?
(In the Caribbean Sea)
Why was it a problem?
(They eat a lot of fish)
Where should the lionfish live?
(In the Pacific ocean)

Alternatively, write the following story on the board or hand it out to each student. Have the children read the story of the Lionfish slowly and respond to the questions.

The lionfish is a small fish. It is very beautiful. It is also very poisonous. It normally lives in the Pacific ocean, but now there are many in our Caribbean sea. It likes to eat a lot of other fish. The problem is that there are not many fish or animals that eat the lionfish. Because of this, there are too many in our sea. This is a big problem because they eat all the other fish!

Children read the story of the Lionfish slowly and respond to the questions.

Is the lionfish big or small? (It is small) Is it ugly or beautiful? (It is beautiful) Where does it normally live?

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(In the Pacific ocean)
Where does it live now?
(In the Caribbean sea)
What does it like to eat?
(Other fish)
What is the problem for our Caribbean?
(They eat all the fish)

Write the responses on the board. If the students answer in Spanish or Creole, help them to translate or use Standard English. Have the students repeat the sentences and help them understand any difficult words. In the next class, activate students' knowledge about the lionfish by asking what they know or have heard from their families. When you have some sentences on the board, recycle some language from modules 3 and 4 to support what the students have said:

They damage eco-systems because they eat so many fish. They are bad for the habitat in the sea.

I'm worried about our Caribbean.

Explain to the students how the lionfish can be bad for the people of the island as well:

If they eat all the fish, there is no fish for us. If there are no fish, what can the fisherman catch?

Use Spanish, Creole or English here to make sure that all the students understand the situation and its consequences. Ask the students: Is the lionfish good or bad for our sea and our island? When the students say "bad", organize the students into small groups and ask them to discuss:

What can we do to stop the lionfish?

Let the students use their mother tongue here but encourage them to try to suggest solutions in English. If you have Creole and Spanish speakers, put them in the same groups and encourage them to help each other. Ask the class for their suggestions and write them on the board. Encourage them to recycle language for offering solutions from module 3:

I think we should eat them We should eat them



If possible show the students this short song in Spanish (Chef Volitan y el Pez Leon) about eating them and ask questions about it. Encourage the students to respond in English: www.youtube.com/watch?v=OEVwEUtGASM

Is the lionfish good or bad? Why is it bad? What can we do about it?

Tell the students that it's not good to eat some types of fish or animals (grouper, turtles, sharks, iguanas, etc.) because they might disappear, but it is good to eat the lionfish because there are too many of them and this is bad for the Caribbean. Explain the concept of extintion.

These activities can take up various class periods. Tell the students they're going to create a poster to warn people about the threat of the lionfish. Give the students a sheet of paper and ask them to draw the lionfish in the middle of the sheet. When they're drawing, walk around the class and ask questions about the lionfish:

What animal is this?
Where does it live?
Is it good or bad for our sea?
What can we do?

DEVELOPMENT OF TPII

Tell the students that it's not good to eat some fish or animals (mero/grouper, turtles, sharks, iguanas etc) because they can disappear, but it's better to eat lionfish than other species because there are too many and they have negative effect on the eco-system of the Caribbean. Explain the concept of extinction

These activities can take up several class periods. Tell the students that they are going to make a poster to warn people about the threat of the lionfish. Give the students some paper and tell them to draw a lionfish in the middle of the paper. When they are drawing, walk around the class and ask the students questions about the animals:

What animal is this? Where does it live? Is it good or bad for our sea? What can we do?

Write the following sentences (or other similar messages) on the table while the students are drawing:
Lionfish eats our fish!
Lionfish is bad for our sea!

Dangerous!
Protect our home!
Lionfish damages the eco-system!

When the students have finished drawing, help them to choose one of the messages and tell them to write it on their poster. While they are writing, check their understanding of the messages, and their spelling.

The student's posters could be designed like the "Wanted" posters they used for criminals in the past. Show them an example. When they have finished their posters, stick them up on the wall of the classroom and if possible, take photographs of some of them.

Have the students walk around and look at their classmate's work. Help them to read the posters. Alternatively read the posters out one by one and get the students to repeat the message.

At this stage the students present their project products. Extension and assessment activities are suggested.

Students prepare an ecological mural exhibition collecting the different ways to take care of the environment. Students display the posters and sing the song: Mother Earth.

Self- evaluation (In Spanish or Creole):

- Place students into small groups to assess what they have done in the tasks. Some questions may be:
 - a. What did you like about this module?
 - **b.** Which were your favorite tasks?
 - **c**. What did you learn about the island?
 - **d**. What have you learned about the lionfish?
 - **e**. How did you solve those difficulties?

Students discuss the questions with the help of the teacher and they summarize their answers which they may attach to their portfolio.



Environmental care



FOR LEARNING

Self- evaluation

OF LEARNING

Rubric to assess their portfolio (see appendix)

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(6) MINEDUCACIÓN

SUGGESTED SYLLABUS

MODULE 4

A GLOBAL VILLAGE: GOAL:

I live in a global village!

Describe in simple English how their actions and those of their community affect our world and promote actions to help the

SUGGESTED TIME:

27-36 hours per academic period

our world and promote a local environment.

PERFORMANCE INDICATORS

KNOW

 Identifies vocabulary related to the global community.
 Recognizes the

structure of the present continuous. 3. Identifies phrases and expressions to talk about

causes and effects.

4.Identifies solutions for problems in the local environment.

DO

1. Classifies causes and effects of a situation related to the global community.
2. Expresses how their actions affect the global community.
3. Describes the actions of their community and how they affect the global community.
4. Promotes good

actions to conserve

the local environment.

BE

1. Considers his/her role as a member of a global community.

2. Recognizes that his/her

2. Recognizes that his/her actions have consequences for everyone.

LEARN

21st Century Skills
Values teamwork
and the contributions
made by each of their
peers.

Learning strategies
Represents what he/
she learns through
drawings

Grammar to review

- Second grade module 4: Present continuous What are you doing?

I am sweeping the classroom.
- Fourth grade module 1:

Connectors and, but, because Grammar

Present continuous affirmative, negative and interrogative form The man <u>is sweeping</u> the floor We <u>are not thinking</u> about other communities in the world.

<u>Are you recycling?</u>



How can I say this in English?



SUGGESTED CONTENTS

VOCABULARY

Vocabulary to review:

- First grade module 4: Sustainable consumption habits
- Third grade module 2: The environment and human actions
- Fourth module 1: Expressions for cause and consequences

Ways to cook: fried, grilled, salad

Frequently used actions

Sweep, clean, dig, dust throw garbage study pass the exam

Vocabulary related to global village

global village, interdependency, connection, cause, consequence affect, relationships

Expressions for cause and consequences

The cause of ...is...

...is due to ... Thanks to ...

This is...It is good/bad because...It causes...It damages...It destroys... They are...They live...They eat...I think...We should...

English in practice

What are you doing?
I am sweeping the classroom and Carolina is dusting the books.
Littering is a negative action because it causes pollution.
This man is cleaning the river and this is a positive action.
But, these boys are littering and that is negative.
My garbage affects my neighbors. Is this good/bad?
What do...look like?
Where do they live?
Why are they bad?
Present simple

Sociolinguistic/ Intercultural

Interest for the consequences of their actions..

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Need to/Should/Shouldn't/Must.





Imperatives

METHODOLOGICAL AND ASSESSMENT SUGGESTIONS FOR MODULE 4

Suggested Project: "All for one, and one for all!"

The purpose of this project is to recognize how our actions have an impact on our community.

Suggested Product: Create a collage with illustrations of actions that affect our global village.

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.

- Write on the board the word "Global Village" and ask students to brainstorm this concept.
- 2 Explain that we are all immersed in a big community, which is the world, and therefore our behaviors affect others.



PREPARATION FOR THE PROJECT

Inclusion: Reflect on the role of each person (regardless of ethnicity, religion, physical or social condition, provenance, economic status) in the global community. You can talk with children (in Spanish or Creole) about the concept of interdependence and how our actions affect other parts of the world and vice versa.

3 Students prepare a small exhibition in Spanish or Creole about the actions they perform in school that may affect other members of this community.



Ask students to classify these actions into positive and negative behaviors.



ECO: Student's booklet PLanet Earth is our home: Unit 18 lesson 2

This section can be done in Spanish or Creole as an introduction to the topic. The teacher should take the opportunity to introduce the concepts in English.

• E.g. littering is a negative action. Reforestation is a positive action. We should clean the school and plant trees.



FOR LEARNING

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more.

OF LEARNING

Vocabulary quizzes and worksheets.

ve the situation

This stage focuses on students' work. Below, is a list of possible tasks or stages that students can perform throughout the module to help consolidate the final product:

Video presentation "If the world were a village of 100 people" with the aim of giving children a funny vision about the wonders of cultural diversity. Also, this video serves to address other purposes such as the present continuous tense and to describe the actions people perform in the video:

"If the world were a village of 100 people": www.youtube.com/watch?v=FtYjUv2x65g

In small groups, ask students to describe in English the actions presented in the video. Provide examples of the use of the present continuous. For example, when writing model sentences on the board use a different color for the corresponding form of the verb to be (Am - Is - Are) and underline the ING ending at the end of each verb. Ask children what they can notice in these sentences and based on their impressions, make emphasis on the correct form of grammar structure.

- What is he doing?
- He is playing.
- What are you doing?
- I am paying attention.

Video presentations: "Save the environment" and "Human impact on ecosystems" to make children observe how the human being has caused a negative impact on the environment and to raise awareness of what we can do to improve the situation:

"Save the environment": www.youtube.

com/watch?v=yV2EK2bMgwk

"Human impact on ecosystems": www.youtube.com/watch?v=17_G6Dq8j3A



Didactic idea: Use the technique of music circle: You organize the children in two circles, one inside another, being in pairs (a boy or girl of the outer circle with a boy or girl from the center). You play music in English as they move (the center circle to the left and the outer circle to the right), when you pause the music, the children share their sentences orally. When they listen to the music again, they keep moving to change partners.

Review actions shown in the video: You can initially spell the words with them and then identify images that reflect the consequences of these events (previously selected and cut) You could also have the students recycle here what they learned from the first part of TPII2 about the lionfish and ask them about the effect that the fish has on the eco-system. You can also design a small workshop with drawings so that the children join the concepts introduced:

- Logging / deforestation
- Littering / Polluting
- Ask students to bring pictures or images showing people doing activities that can affect others. Guide students through the description of the actions presented in English:

This is a man. He is cutting a tree. This action affects the environment.

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Colombia Bilingüe

TODOS PORUN

TODOS PORUN

NIJEVO PAÍS



- In this picture, there is a boy planting a tree. Prepare a cartoon in English about the actions students do and the effects on other members of the global community. For example: A boy throwing garbage.
- Socialize and discuss the results.
 Write in English sentences to reflect on their actions. For example: We are responsible for our actions. Our community is dirty because we litter. On these picture we see people doing good things. For example: this man is cleaning the river and this is a positive action. But, these boys are littering and that is negative.

We should eat



FOR LEARNING

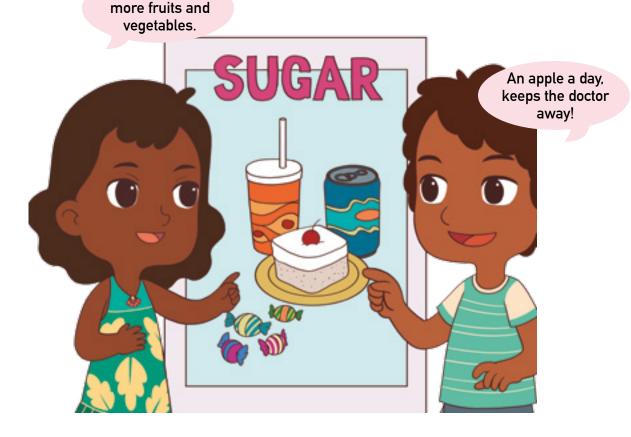
Students check their drafts of the different tasks proposed with checklists or peer feedback.

Allow students to do second and even third drafts.

OF LEARNING

Check final drafts of: posters and oral presentation scripts with the rubric.

Administer vocabulary and content quizzes.



INTEGRATED INTERCULTURAL TASKS AND PROJECTS: PROTECT OUR REEF. STOP THE LIONFISH!

To return to the theme of the TPII, show the students the image of the lionfish. Ask the students to provide some examples of good actions to stop the lionfish. This is another opportunity for the students to reuse learned knowledge and expressions (imperatives, should, shouldn't etc) from modules 3 and 4. (Catch the lionfish – Eat the lionfish – Don't eat crab or shark. Eat lionfish – We should eat lionfish more).

Alternatively, you could encourage the students to complete a list of things they should and shouldn't do in relation to the lionfish:

Do	Don´t
Catch lionfish	Eat grouper (mero)
Eat more lionfish	Eat barracuda

Ask questions to the students about what they should and shouldn't do with the lionfish. Write a message or slogan on the board in different styles

Eat more lionfish!!
Protect our island. Eat lionfish!!
Like fish? Try lionfish!
Eat Lionfish and help our Caribbean!!!

Put the students in small groups and give them some strips of paper. Then have them each copy down one of the slogans. Make sure that each student in the group is writing a different slogan.

When they are writing, walk around the class and ask the students questions about the messages:

Why should we eat lionfish? Do you eat shark? Why not? What is a good action? What do we need to do?

Make sure that all the students are copying down their message correctly. Help them with the spelling and also ask them questions to check their understanding: *How do we say that in Spanish?*

When they have finished their slogans, tell them to decorate the slogans a little bit with small drawings or happy faces. Have the students walk around the school with their group and stick their slogans in different parts of the school. Tell them that their message is very important and that the other students need to hear their message or join their mission! Try to stick some of the slogans in places around the island where tourists might see them (hotels, the airport, near the port, the offices of Coralina etc).

Encourage the students to keep using the key language (vocabulary related to the sea/environment, expressions of cause and effect: it's bad because it eats too much fish, eat more lionfish, you shouldn't eat iguana)

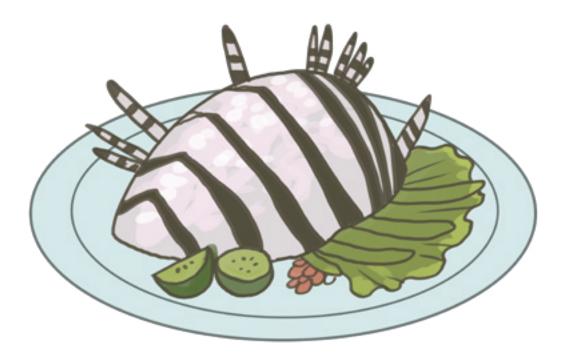
ADDITIONAL ACTIVITIES

If possible, contact Coralina and see if a representative can help you on the field trip. Perhaps you could go to a Coralina office and have a representative talk to the students about lionfish or possibly even show the students a real lionfish. The children can listen to what the representative tells them and after you can ask questions about what they learned when you are back in the classroom. Alternatively it might be possible for the representative to go to

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the school to give this talk. Another possibility would be to contact the restaurants which serve lionfish on the island. Explain that the students are doing a campaign to raise awareness about the need to eat lionfish and that you'd like them to hear about how it is prepared etc.

The students could visit the restaurant or if possible the cook from the restaurant could go to the school to give a demonstration and tell the children about what type of dishes they use lionfish for. The students would have to take notes on the different dishes which can be prepared with lionfish. If possible, the students might even try some lionfish. If the trip is not possible and no one can visit the school to talk to the students, find out information about the lionfish and how it's eaten and provide the students with the information yourself.

When the students are back in the classroom, ask them for the names of the lionfish dishes which the restaurant prepares. Help them to translate where necessary and write the dishes in English on the board.

For example: Fried lionfish, lionfish ceviche, lionfish salad, grilled lionfish, grilled lionfish in ginger butter etc.

Final product: The students make a leaflet about the lionfish, including all the things that they have done during the project (information about the lionfish, information about the threat it represents and the measures which can serve to alleviate the threat). These leaflets can be handed out to tourists who arrive to the islands. [If you detect that the students are having problems with any of the grammatical language used during the project, use extra materials to reinforce those themes]

At this stage the students present their project products. Extension and assessment activities are suggested.

- Prepare a collage exhibition that shows the different actions taken in their environment and how they affect others, making small oral presentations in English following the model introduced in task 5 of the previous phase.
- Prepare an exhibition to show the work which the students have done on the lionfish. Make leaflets and hand them out to tourists.
- Self- evaluation (In Spanish or Creole): Place students into small groups to assess what they have done in the tasks. Some guestions may
 - **a.** What did you like about this module?
 - **b**. Which were your favorite tasks?
 - c. What difficulties did you have while doing the tasks?
 - **d.** What did you learn about the department?

- e. What did you learn about the lionfish?
- Students discuss the questions with the help of the teacher and they summarize their answers which they may attach to their portfolios.



Responsibility



FOR LEARNING

Self- evaluation

OF LEARNING

Rubric to assess their portfolio (see appendix)



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Colombia Bilingüe MINEDUCACIÓN





F I F T H GRADE

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Colombia Bilingüe

TODOS POR UN NULEVO PAÍS

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BASIC LEARNING RIGHTS

- 1 Understands general and specific information in a short narrative text about topics that are familiar or of personal interest.
- 2 Produces a short, simple, oral or written narrative text that responds to the what, who, when and where of an event or anecdote.
- 3 Exchanges information about habits, likes and preferences related to familiar topics, following models provided by the teacher.
- Explains in oral or written form, cause and effect related to topics of most immediate relevance, using simple sentences and following a model.

The following chart belongs to the scope and sequence with all the information related to the suggested modules for **Fifth Grade** during the school year.

SCOPE AND SEQUENCE

SUGGESTED LEVEL:Beginner A1.2 FIFTH GRADE

GOAL LANGUAGE FUNCTIONS OBJECTIVES

MODULE 1: Health and life I RESPECT MY BODY (27–36 hours) Propose
in English,
through simple
language,
actions to
take care of
his/her body
and his/her
relationships
with others.

Expresses his/her likes and dislikes. Describes his/her daily routine and hobbies. Gives guidelines to their peers, using simple language to establish harmonious relationships. Gives and asks for information about their relationships with others. Express in English the origins of their last names

Makes simple sentences about routines in oral and written form. Identifies words and phrases about routines and his/her relationships with others in simple oral and written texts. Exchanges personal information about their hobbies and personal relationships. Understands the main idea and specific information in short narrative texts on familiar topics. Describe their family tree in English.

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Colombia Bilingüe TODOS POR UN NUEVO PAÍS

GOAL LAI

LANGUAGE FUNCTIONS

OBJECTIVES

MODULE 2: Peace and living together I WATCH MY LANGUAGE (27-36 hours) Recognizes and express in English positive actions to build an environment of peace with their peers through language and recognition of their history.

Gives and asks for opinions based on conflict.
Makes comparisons to describe the role of men and women in society.
Expresses emotions in different situations.
Describes the role of individuals in society.
Describes important characters from the history of the department.

Identifies phrases and expressions related to common stereotypes in their community.

Produces simple sentences about the

role of men and women in their local context.

Understands short narratives about the role of language in generating conflict.

Exchanges positive views about the people around.

MODULE 3: Environment and society WE ARE ALL THE SAME (27–36 hours) Establishes simple comparisons in English and appreciate similarities and differences between the communities of their city or town (age, socio-economic position marginalized groups) and between local and national festivals.

Makes comparisons about people's characteristics.

Describes what some people usually do.

Gives and asks for information about places or people in their local context.

Expresses opinions related to the customs of different communities.

Compares local and

national festivals.

Produces oral and written short texts about the characteristics of people in a community following a model.

Exchanges information on the similarities and differences between communities in their city or municipality. Identifies elements of contrast and addition in simple oral and written texts on topics related to the social environment. Understands short narrative texts about cultura and social aspects of a community.

Describes orally and in writing the principal characteristics, similarities and differences of two festivals.

MODULE 4:
A global village
WE ARE ALL WELL
INFORMED
(27-36 hours)

Recognizes and mentions in English, through simple language, the importance of the media for their daily life and the transmission of culture.

Talks about past events.
Tells stories within their context.
Expresses preferences about mass media.
Gives and asks for information on current events.
Describes the most important aspects of local

festivals.

Exchanges information on the use of different media.

Produces short oral and written texts

related to current issues following a known model.

Identifies specific vocabulary and expressions to refer to the media and its impact on his/her daily life.
Understands short narratives about past situations of his/her interest.
Presents orally the main characteristics of a local, national or international festival.

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SUGGESTED SYLLABUS

MODULE 1

HEALTH AND LIFE: GOAL:

I respect my body

Propose in English actions of self-recognition, to take care of his/her body and his/her relationships with others.

SUGGESTED TIME:

27-36 hours per academic term

PERFORMANCE INDICATORS

KNOW DO 1. Identifies words and expressions to 1. Describes his/her daily

- talk about hygiene. 2. Identifies the structure of a simple guestion with what, who, and where. 3. Recognizes the structures I like / I do not like to talk about what he/she
- likes and does not like. 4. Recognizes the vocabulary and structures to talk about his likes and dislikes.
- daily activities and hobbies. 5. Identifies the imperative form of known verbs.
- **6**. Identifies the origins of their last names.

- routine and hobbies. 2. Asks and answers questions about daily routines and
- hobbies 3. Expresses his likes and dislikes..
- 4. Interacts with peers on topics of interest, related
- to body care and his/her relationships with others. **5**. Expresses in English the origin of their last names.

BE

- 1. Shows with his/her actions respect towards himself and his fellows. 2. Respects decisions and opinions from others.
- 3. Shows respect for their origins and those of their classmates.

LEARN

- 21st Century Skills Proposes meaningful questions that lead to better options or solutions
- Learning strategies Practices monologues with peers.

SUGGESTED CONTENTS

VOCABULARY

Vocabulary to review:

- First grade module 1: Healthy routine
- Third grade module 2:The time (O'Clock)
- Numbers revision 1 1000
- Transition module 4
- First grade module 1:Family members
- Transition module 1,
- First grade module 1,
- Third grade module 1: Body parts.

Daily activities and hobbies.

Wake up, have a bath, have breakfast, brush my teeth, go to school, do the homework Tidy the room, clean the room go to the park, play soccer, play video games

Relationships

Mother, father, brother, sister, uncle, aunt, grandmother, grandfather, best friend, etc.

Telling the time

half past / and a half / thirty 7:30 - It's half past seven / It's seven and a half / It's seven thirty

a quarter past 8:15 - It's a quarter past eight

a quarter to 9:45 - It's a quarter to ten.

Expressions for apology or rejection Do not / I don't like it Stop it! / I do not want to I'm sorry / Excuse-me I can not

Grammar to review

- Fourth grade module 1: adverbs of frequency (always, every day, sometimes
- Fourth grade module 1 and 4: Connectors
- First grade module 1 and 2: Possessives adjectives my/your/ his/her
- Third grade module 2: Possessives adjectives our/their

Grammar

Possessive pronouns mine, yours, ours, theirs, his, hers What's your......'s name? Do you know...? Present simple Past simple: It started... Gerunds: Dancing, singing

Information questions What do you do in the morning? (Wh-questions)Where / what / who English in practice

What time do you wake up? I always wake up At seven o'clock!

We have to brush our teeth after every meal.

We have to wash our hands before we eat.

Description:

It is...It celebrates...There is/are... This celebration is big, but this celebration is small...

Sociolinguistic/Intercultural Expressions for rejection or apology.

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METHODOLOGICAL AND ASSESSMENT **SUGGESTIONS FOR MODULE 1**

Suggested Project: Body care campaign!

The purpose of this project is to help students become aware of taking care of and respecting their bodies and others.

Suggested Product: Create a campaign of body care using brochures or flyers.



Flashcards- Human body Song - I can run Poster - My daily routine



PREPARATION FOR THE PROJECT

Eco Student's booklet The body: Unit 4 lesson 3 Routine: Unit 13 lesson 1 Unit 14 lesson 3

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.

- Group students into small groups and ask them to draw a picture to point out which body parts they already know in English. Write them on the board.
- Students can touch and point out the parts of their bodies: This is my body. / This is my nose. / These are my hands (This activity should be modeled initially by you). After some pronunciation practice, invite them to sing the following song: This is me This song reinforces the vocabulary related to the parts of the body:

This is me: www.youtube.com/watch?v=QkHQ0CYwjal

- In small groups, students prepare flashcards with vocabulary of body parts and objects for personal hygiene (Towel, soap, toothbrush, comb, brush, etc.)
- Create Crossword puzzles with body
- Ask students to make pairs and deliver small hygiene routines with images in disorder. They must organize them and tell the vocabulary. E.g. First, I wake up, then I clean my face and have a bath.

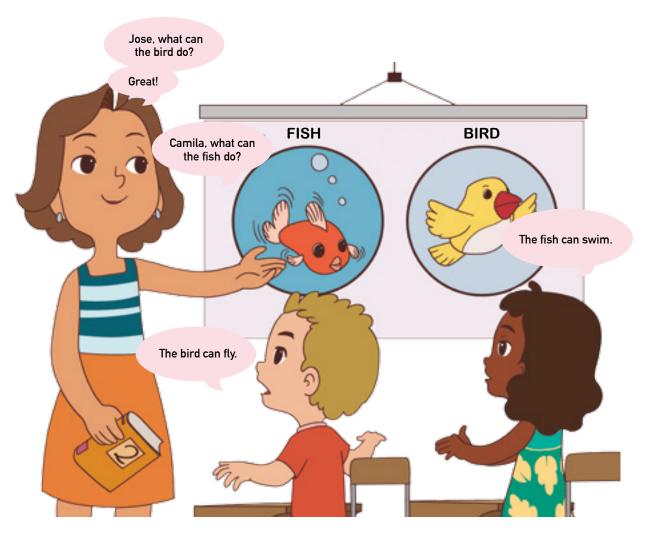


FOR LEARNING

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more.

OF LEARNING

Vocabulary quizzes and works-



This stage focuses on students' work. Below, is a list of possible tasks or stages that students can perform throughout the module to help consolidate the final product:

Design a small survey in English with the teacher's help. This must be applied in class, to help establish their daily routines.

> What is your daily routine? What time do you do ?

Activity	Name	Time
•Wake up	Lola	At 6:00 am
•Have a bath	Juan	
•Have breakfast		
●Brush my teeth		
•Go to school		

Introduce the information in English through simple graphs.

> E.g. 5 children wake up at 6:00 a.m. 2 children brush their teeth at

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- Design small monologues in English with information related to their daily routine, using visuals (Pictures, flashcards, etc.): My name is ... every day, I wake up at ... I wash my face ... I like to play football ...What do you do every day? What do you like to do?
- Students watch the following video: It's me who protects myself:

www.youtube.com/watch?v=-q3xZJ-QtCaY

- Pre listening: Talk with children about the meaning of the title of the video and ask them to state what is the topic of the song. Explain to them that there is another kind of care that we must have with our body and that is specified in the video. This part can be done in Spanish or Creole.
- While listening: As children watch the video, ask them to write on a piece of paper if the situation presented in the video makes them feel HAPPY or SAD.
- Post listening: Make a list with the expressions in English that express rejection before the actions of other people. Identify those in the video: "I do not like kissing" "I do not like my neighbor touching me" "No, it's scary"
- Ask the children to propose in Spanish or Creole situations in which they can use these expressions, the teacher writes their English equivalent.
 - DO NOT TOUCH ME
 - I DON'T LIKE IT

- STOP IT!
- STOP DOING THAT
- I CAN NOT
- I DO NOT WANT TO



E.g. We have to brush our teeth after every meal.

We have to wash our hands before we eat.



Inclusion: you can Reflect with the children about the importance of having respect for the space of others.



FOR LEARNING

Students check their drafts of the different tasks proposed with checklists or peer feedback.

Allow students to do second and even third drafts.

OF LEARNING

Check final drafts of: posters and oral presentation scripts with the rubric.

Administer vocabulary and content quizzes.

INTEGRATED INTERCULTURAL TASKS AND PROJECTS: OUR ISLAND AND ITS PEOPLES: NAMES AND HISTORIES

The purpose of this TPII is to focus the attention of the students and motivate them towards the theme of their local context and cultural heritage. Using history as a tool to teach the children language is an effective strategy as their identity and cultural heritage are inseparable. In this TPII, the students will use language to identify themselves and investigate about others.

Final product:

At the end of this TPII, the students will have investigated about the history of their last names and will have completed their own large family tree which will serve as a resource to complete a Big Book of the history of the department and the famous characters at the end of module 2.

With the aim of using history as a tool for this task, the following pedagogical strategies are proposed:

- Having a local historian, or someone who knows a lot about the history of the islands (family member, science teacher, story teller) visit the classroom to share stories of the past.
- Reading or listening to actual historical events that marked the development of the department.
- Creating a local history book with the stories the families tell to children.

PREPARATION OF THE TPII:

Begin the class by writing on the board: My name is ______ (write your complete name with

two last names)

What's your name?

Model this simple exchange with a couple of students and make sure that they say both their last names, if applicable. After ask the question again to one of the students. When they answer, write their two last names on the board: Taylor Perez

• Invite the students one by one to do the same with a different classmate so that the board is full of last names. When this is completed, tell the students a little bit of the history of the islands. For example:

Do you know where England is? (If you can, show the students a map of the world here to identify relevant countries). People from England came here to live here a long time ago. There were also many people who came from Spain. Do you know where Spain is? Taylor is an example of an English name. Perez is an example of a Spanish or Colombian name.

Ask the students if they can identify any other English or Spanish names on the board.

Make a list on the board like this:

Englsh Name	Spanish Name
Taylor	Gutierrez
Bent	Perez

Help the students if they are unable to choose correctly. If necessary you can add different nationalities to the list, or have an "Other" column. Write on the board a sentence like this:

My last names are Taylor and Perez. This means my ancestors were English and Spanish.

Ask the students to ask their parents about their own last names and their parent's last names and if they know any information about their family names. They need to write the full names of their parents and grandparents. Tell them they are going to be investigating about the history of their family names, and the history of their islands.





MINEDUCACIÓN

DEVELOPMENT OF THE TPII:

In the next class, focus the attention of the students on the first part of their project using English to create a family tree. Students will be using the present and past simple tense of the verb "be" (is, are, was, were).

- Draw the beginning of your own family tree on the board.
- Focus the attention of the students on the board and explain the first part of your own family tree:

My name is Bonny Maria Taylor Perez. My mother is Beatriz Eva Perez Vargas and my father is Jhon Henry Taylor.

• As you are speaking show the students where you have your parents on the family tree. You can find templates for children's family trees at the following link:

http://kids.familytreemagazine.com/kids/familytree.pdf

• If possible you can download the template and print one for each student. Alternatively, give each student a sheet of paper and have them copy the drawing of the family tree from the board. When all the students have done this, tell them again what your parents' names are and show them where you have this information on the family tree. Ask one of the students:

What is your mother's name? What is your father's name?

• Show the students where to write in the names of his/ her parents and show the class. Tell the class to do the same. When they are writing, walk around the class and make sure that all the students are completing the information in the correct manner. As you go around the class ask students:

What's your mother's name? What's your father's name?

• Make sure that they answer using complete sentences (My mother's name is...) and that the students are writing in the complete name. When this part is completed, ask the students to show you their work and congratulate them on the work. After say to the students:

What's your mother's name? What's your father's name?



• Complete the names in the family tree and emphasize that this is on the side of your mother. Tell the students to complete their tree with their maternal grandparents. As they complete the names, walk around the class. Make sure that the students are completing the names correctly and ask questions to be sure that they are writing the correct names:

Is Evelin Maria Jones Taylor your mama's mother? When all the students have completed this part, tell them:

My other grandmother's name is/was My other grandfather's name is/was They are/were my father's parents.

• Complete the names in the family tree and emphasize that this is on the side of your father. Tell the students to complete their tree with their paternal grandparents. As they complete the names, walk around the class. Make sure that the students are completing the names correctly and ask guestions to be sure that they are writing the correct names:

Is Juan Manuel Gutierrez Aman your daddy's father?

• When all the students have completed this part, tell the students that they need to investigate more about their family history so there homework will be to interview their grandparents (if possible) and find out the names of the parents and grandparents of their grandparents. Tell them to ask their grandparents about any information they might know about the people or names in their family.

Focus the attention of the students on their family trees:

Everybody, let's look at our family trees!

• Then go to where your (the teacher) family tree is on the board and complete the next section(s) which should be your great grandparents and their parents if you have that information. If not leave it blank. Help the students to complete the following steps on their family trees with the names of their great-grandparents and their parents. Emphasise to the students that it's not important if they do not have all of the information. Teach the children information about the names on your family tree:

My grandfather's name was John Henry Taylor Livingstone. He was a fisherman and he liked music.

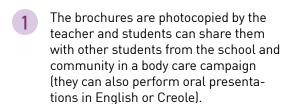
• Organize the students into pairs and tell them to share any information they learned from their parents or grandparents about the relatives on their family tree:

Work with your partner and tell your partner any information you know or heard about any of the names on your family tree.

For example: I heard that my great grandmother was a brilliant singer.

• Give the students some crayons or colouring pencils and tell them to decorate their family tree with some drawings which represent any information they learned from their parents or grandparents. If the children do not have any special information to include, tell them to draw pictures of their parents or grand-parents or even their great grandparents. When they are finished, stick the family trees up on the walls around the classroom and if possible, take photographs of them. Select some students to talk a little about their family trees or invite children to ask questions about their classmates' work. Congratulate all the students on their work and tell them that they will be doing more investigations in the next few classes.

At this stage the students present their project products. Extension and assessment activities are suggested.



Self- evaluation (In Spanish or Creole): Place students into small groups to assess what they have This stage is for the students and the teacher to assess what they have learned, and activities to extend what was done are proposed.

Some questions may be:

- **a**. What did you like about this module?
- **b**. Which were your favorite tasks?
- **c**. What difficulties did you have while doing the tasks?
- **d**. What did you learn about yourself and your last names?
- Students discuss the questions with the help of the teacher and they sum-

marize their answers which they may attach to their portfolios.



Didactic Idea: The use of charts and tables can help children organize and understand information. Use them frequently!

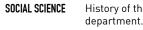


Presentation of a graph.



SCIENCES

Guidelines for good personal hygiene. History of the





FOR LEARNING

Self- evaluation

OF LEARNING

Rubric to assess their portfolio (see appendix)





MINEDUCACIÓN

SUGGESTED SYLLABUS

MODULE 2

PEACE AND LIVING TOGETHER: GOAL:

I watch my language!

Recognize and express in English positive actions to build an environment of peace

SUGGESTED TIME:

27 to 36 hours per academic term

with their peers through language and the recognition of their history.

PERFORMANCE INDICATORS

KNOW DO

1. Identifies words and expressions that reflect some type of discrimination in their context.

2. Recognizes the vocabulary and structures to describe the qualities of other people. 3.Identifies last names and important people in the history of

the department.

- 1. Talks to their peers and community members without words or expressions that might denote some kind of gender, socioeconomic or status discrimination, etc.
- 2. Produces small oral and written texts in which he/she describes the role of men and women in their local context. 3. Compares in some detail the physical characteristics and qualities
- 4. Expresses opinions and supports them with arguments.
- 5. Recognizes relevant information in a short text.
- 6. Describes important characters in the history of the department.

BE

- 1. Shows with his/her words that he/she respects himself/ herself and his peers.
- 2. Values the role of each gender in society.
- 3. Recognizes and values some of the historical figures in the department.

LEARN

- 21st Century Skills Expresses ideas orally or in written form. acknowledging his interlocutor and context.
- Learning strategies Groups words considering their root or family.



SUGGESTED CONTENTS

VOCABULARY

Vocabulary to review:

- Fourth grade module 2: Physical descriptions
- Fifth grade module 1: Expressions for apology
- First grade module 2 de 1°, Second grade modules 2 and 3: Adjectives

Adjectives - synonyms and opposites

Pretty = beautiful

Fat = heavy / thin = slim Short / tall

Kind / rude polite / impolite

Intelligent = clever = smart

Rich / poor Catholic

Protestant

Baptist Mormon Expressions for rejection Stop it!

Cut it out Not cool

That was not funny That's bullying

Expressions for apology It was not my intention You are right, sorry Sorry if I offended you

Grammar to review

- Second grade module 1: Simple present e.g. She is a smart girl

Grammar

Past simple (Verb to be-regular verbs Plural forms Man / Men Woman / women Child / children

English in practice

Juan's eyes are brown. In my community men work as

bricklayers.

In my opinion, That was not <u>funny.</u>

You are right, sorry. Hey Marcela, that's not funny.

He was born.... He lived...

Recognition of his / her mistakes.

Sociolinguistic/Intercultural

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METHODOLOGICAL AND ASSESSMENT SUGGESTIONS FOR MODULE 2

Suggested Project: Language for peace. The purpose of this project is to motivate students to make good use of language within and outside the classroom as an essential element for peaceful living together.

Suggested Product: Develop a cartoon exhibition in English.

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.

- Make sure your class is full of pictures, posters, etc. that show different people in their community and talk to them about the importance of living in peace (White, black people, mixed people, mixed race people).
- Children listen and sing in English the song "The more we get together!" With this song you may want to reinforce the importance of getting along and living in harmony with others.

PREPARATION FOR THE PROJECT

The more we get together! www.youtube.com/watch?v=lldmkrJXQ-E

Stop the video at some point and ask students to make brief descriptions in English of the children from the video. E.g. There is a black boy. He is tall and thin. Make sure students notice different examples of inclusion from the video and in their school context.

- Make students write the song in their notebooks and sing with them. Ask them to say what the moral of the song is. This part can be done in Spanish or Creole.
- Ask students to prepare a brief presentation in English about a family member that should include: name, last name, age, job, daily routine, tastes and preferences.

Eg. This is Lucas' cousin, Luis. He is a good student. He is tall and a bit heavy. He is a good student and he wants to be a doctor. He wakes up everyday at 6:30, then he has breakfast and goes to school...he likes pizza and reggaeton.

After revising that text has been well written, you may ask children to practice the oral presentation of the chosen member of the family.



FOR LEARNING

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more.

OF LEARNING

Vocabulary quizzes and worksheets.

This stage focuses on students' work. Below, is a list of possible tasks or stages that students can perform throughout the module to help consolidate the final product:

In groups, students prepare the description of the elements that make up their environment.

Word bank: River, forest, park, catholic, protestant, mormon, work, take care of children, cook, etc.

Geography	Religion	Men's role	Women's role
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- Ask them to place the words from the word bank in the correct column. Make sure you have completed the list previously.
- Write a simple English text on the role of men and women in your community based on information from the previous activity.

  E.g. In my community men work as bricklayers / street vendors/ farmers/ teachers/ doctors, salesmen etc. and women take care of children, work hard in the house, work as nannies, maids, etc. We all come from different types of families (religion, race, socioeconomic status, etc) but we are all valuable and deserve respect.
- "Facts about bullying": www.stopbullying.gov/kids/facts/index.html

- Pre reading: (Write on the board the word Bullying and ask children to mention situations in which we use language to generate violence, write them in English if can, otherwise, do it in Spanish. Show the children the following page or previously prepare some work guides based on the information presented so that the children can identify the situations proposed, but now in English:
- While reading (Read the information with children making emphasis on the relevant information.
- Post reading: Ask children to complete the following chart by quickly identifying the information requested:

Types of bullying	Bullied kids feel	<b>Bullies think</b>

- Students prepare some cartoons to illustrate situations in which unnecessary violence is generated because of the language and how to solve it.
- Give the children the following list of expressions and ask them to sort them into the right columns:

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# Expressions when you are bullied you are the bully

"Not cool!" /"Cut it out."/"Stop
it."/"sorry if I offended you"/"I like
the way I look."/"It was not my
intention."/"That was not funny."/ "You
are right, sorry."/"That's bullying."



Inclusion: You can take advantage of task 2 to generate discussion about the roles that are traditionally considered for women and men. Has this changed over time? What kind of roles do they see in their homes? Are there any activities that men or women cannot do because of their gender?



#### FOR LEARNING

Students check their drafts of the different tasks proposed with checklists or peer feedback.

Allow students to do second and even third drafts.

#### **OF LEARNING**

Check final drafts of posters and oral presentation scripts with the rubric.

Administer vocabulary and content quizzes.



# INTEGRATED INTERCULTURAL TASKS AND PROJECTS: OUR ISLAND AND ITS PEOPLES: NAMES AND HISTORIES

In this TPII, it is proposed that through the knowledge of their identity from the completion of their family trees in module one, a recognition and respect for some of the most famous people of the department will be encouraged. At the end of this TPII, the children will have created a historical Big Book with the principal last names and characters of the department.

#### PREPARATION FOR THE TPII:

Show the students their family trees again and ask some questions about the names that appear. Tell the students that they are going to investigate which are the most typical family names which appear in their context. Write on the board your full name:

#### Ex: John Henry Perez Taylor

• Ask the students to identify the last names. If they cannot do that tell them: My last names are Perez and Taylor (underline the last names). Tell the students: I'm going to make a list of all the last names from my family tree

Make a list on the board like this: Last names on my family tree

Taylor

Taylor

Perez

Archbold

Perez

Gutierrez

Lopez etc

• Tell the children that they are going to make a list. Give them a piece of paper and tell them to make a list of the last names which appear on their family tree. Walk around the class and make sure that all of the students are completing the list in the correct manner. When all the students have their list complete, tell them: Now I am going to count how many of each last name I have in my list.

• Make sure all the class are paying attention and count how many times each last name appears. Tell the students to count with you and then write the results beside your list on the board:

There are 5 Taylors There are 3 Perez There are 2 Archbold There is 1 Lopez

• Read out your list and have the students repeat what you say. Tell the students to do the same with their list of names While they are working, walk around the classroom and help the students with their counting where necessary. If they are counting in Spanish, ask them to say the numbers in English etc. When all the students have finished, collect the lists with the names counted. Count all the names and write the results on the board:



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There are 36 Taylors There are 24 Perez There are 17 Archbolds

• When finished, have students say some conclusions from the research. For example:

Archbold is the most typical name on our family trees. There are many Taylors in our family trees.

#### **DEVELOPMENT OF THE TPII:**

• In the next classes, discover and describe the origins of some of the famous names from the islands. Remind the students about the special work which they have been doing on their project:

What have we been working on recently?
What names are typical here in our class?
What names are English?
What names are Spanish?
What names do you have?

• Tell the students:

We now know some of the most typical or famous names on our island.

What do you think we are going to do now?

• Tell them that their next task or their next mission is to research about some of the famous names who have figured in the history of the islands. To get the students interested in the topic you can ask them questions or read a story about Captain Morgan:

Do you know what a pirate is?
Do you know anything about Captain Morgan?
What can you tell me about him?

• Ask your students to find information about important people in the islands. You can give the students an example so they can understand what is expected of them:

Philip Beekman Livingston was a pastor and teacher. He lived in San Andres and Providence in the 19th century. He stopped slavery in our islands. He was a teacher and he started the first schools on our islands.

• Some possible names for the children to research could be:

Nathaniel Butler, Adele Christopher, Juan Ramírez, Lolya

Pomare, Hope Sherrard, Admiral Francisco Diaz Pimienta, Edward Mansfield, Henry Morgan, Edward Seaward, Thomas O Neille

Phillip Beekman Livingston, William Mitchell, Louis Michel Aury, Agustin Codazzi, Javier Vergara, Francis Bent, Sarah Taylor, Mrs Lever

- These are only some suggestions. Use local knowledge to include other names, more variety in terms of the people and more women if possible!
- Give the students the following questions to help with their research:

Who was the person?
Where did they live?
When did they die?
What did they do?
Do you know anyone who has the same last name?

• Organize the students into pairs or small groups and have them do their research together. If you have a mix of Spanish and Creole speakers have them work together. Tell them that they can use their mother tongues to find out information about their subject but that they should work together to write sentences in Standard English to answer the questions.

Make sure that there is a variety of subjects being investigated across the class.

When the students have carried out their research, have each group write some sentences about their subject.

Example:

Nathaniel Butler was the Governor of Providence during Puritan times. He lived in the 1600s. Providence was a Puritan colony

• Help the students with the writing and help them to understand any strange words. Where necessary help them with translations or the use of Standard English.

This exercise is an excellent opportunity to talk to the students about aspects of the history of the islands. It might be necessary to explain ideas like Puritan colony, Slavery, Pirates, Religion, Race etc. You can do this in whichever language is needed to help the students understand such complex topics.

Focus the following classes on giving opportunities to the students to talk about the famous characters from the history of the islands.

Show the students some pictures showing how people dressed in the past. If possible, show images of puritans, pirates, soldiers, pastors etc This is a good opportunity to recycle language such as the "past simple" and "used to" from module 4. Stick the pictures up on the board and tell the students that they are going to design a poster about the subject of their research. For example:

Henry Morgan was a famous sailor and pirate. He was Governor of Jamaica. He lived in San Andres and Providence too. People think he left treasure here.

• Give them sheets of paper and have them draw a picture of their subject. As they work, walk around the class and ask them questions to make sure that their drawings are representative:

#### Was your subject a pirate?

• When they have finished the drawing, tell the students to write the names of their subject on the paper and copy on some of the sentences they have written to provide some information. When they have finished, congratulate the students on their work and decorate the classroom with their work. Tell the students to walk around the class and ask each other about their subjects



#### Final product:

Organize the class into groups of four. Give a typical last name of the department to each group (McClean, Livingstone, Bent etc.) and a sheet of paper. Each group must have a distinctive last name. The students need to include information about the last name which they have learned during the TPII (frequency of the last name on the family trees, the origin of the last name on the islands and images of famous characters who had this last name). If you notice that the students have any problems with the grammar of the language during the project, use materials from the classes to reinforce the topic.



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At this stage the students present their project products. Extension and assessment activities are suggested.

- With the teacher's help, Students work on the final version of his/her cartoons including the expressions learnt from task 5 and organize an exhibition of them with students of other grades.
- Gather together all the work that has been done in the TPII to make "Our names and peoples", a book which collects the work of each student and can be used as a resource for the school.
- Self- evaluation (In Spanish or Creole): Place students into small groups to assess what they have learned: Some questions may be:
  - a. What did you like about this module?
  - **b**. Which were your favorite tasks?
  - c. What difficulties did you have while doing the tasks?
  - d. What did you learn about the history of the island?

- e. Who was your favourite character?
- Students discuss the questions with the help of the teacher and they summarize their answers which they may attach to their portfolios.



**ETHICS** Respect



LANGUAGE Expressions for good communication.



#### FOR LEARNING

Self- evaluation

#### **OF LEARNING**

Rubric to assess their portfolio (see appendix)



## **SUGGESTED SYLLABUS**

#### MODULE 3

#### **ENVIRONMENT AND SOCIETY:** GOAL:

We are all the same!

SUGGESTED TIME: 27-36 hours per academic term

Establish simple comparisons in English and appreciate similarities and differences between the communities of their city or town (age, socio-economic position, marginalized groups). and between local and national festivals.

## PERFORMANCE INDICATORS

1. Identifies words and expressions related to everyday activities.

KNOW

- 2. Recognizes the structure of the comparative form.
- 3. Recognizes the vocabulary and structures to talk about the characteristics of the people and communities he/she interacts with. 4. Identifies words and
- expressions related to local and national festivals
- 1. Makes simple comparisons based on the characteristics of their peers.

DO

- 2. Answers simple questions about their daily activities and hobbies. 3. Interacts with peers to talk about places and/or people in their local context.
- 4. Prepares short oral or written texts based on a given model, related to a community of his/her city or municipality.
- 5. Synthesizes information from different sources.
- 6. Compares local and national festivals.

#### BE

- 1. Accepts and values their classmates regardless of gender, age, socioeconomic status, or marginalized groups. 2. Accepts and values
- cultural traditions in the local and national context.

#### LEARN

- 21st Century Skills Collaborates actively in projects and group tasks, assuming his/her role in them.
- Learning strategies

Prepares lists of vocabulary and expressions he/she uses the most in classes and school. Works in teams to complete activities.



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# **SUGGESTED CONTENTS**

#### **VOCABULARY**

Vocabulary to review:
- Second grade module 4:
Celebrations

Nouns
Race
Gender
Religion
Culture
Socio economic class

Festivities and celebrations: dancing, music, traditional food, festival, carnival, Ash Wednesday, Lent Adjectives
Big / small
Clean / dirty
Old / modern
Quiet / Noisy
Tourist
Urban / Rural

Comparision: similarity, difference Identity: culture, identity, African, American, European, Indigenous Expressions to talk about his / her hobbies

What are your hobbies?
What do you do in your free time?
I play soccer...
I read a book...
I watch tv...

Expressions to compare physical characteristics with his / her peers I am taller.
She is the tallest.
They are richer than us.

Grammar to review
Fifth grade module 2: Comparatives

#### Grammar

Comparatives and superlatives
- One syllable comparatives

This country is bigger than The city is noisier than the country.

- Two or more syllables comparatives and superlatives and irregulars

It is the best/worst Medellín is the most modern city in Colombia. English in practice Medellin <u>is bigger than</u> Santa Marta.

It is a modern city.
The school is dirty.
This is the country. It is beautiful.
It is cleaner than the cities and quieter. I like it.
It is...It celebrates...There is/are...
This celebration is big, but this celebration is small...
Past simple: It started...
Gerunds: Dancing, singing
Comparatives: bigger, older,

better

Sociolinguistic/ Intercultural Respect for the differences and social contexts.

Knowledge about festivals from different places and what they have in common.

# METHODOLOGICAL AND ASSESSMENT SUGGESTIONS FOR MODULE 3

#### Suggested Project: We are all the same!

The purpose of this project is to give students a sense of community through inclusion processes.

Suggested Product: Video exhibition



Abc.
Poster 12 the park
Worksheet 8 Sea animals

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.

Introduce the following video about inclusion:

"Do One Thing For Diversity and Inclusion - Different".
www.youtube.com/watch?v=M5JcGo3FCyk

This video introduces the most important words referring to inclusion.

- Guide and help the children to notice the target vocabulary from the video in order to define the term inclusion in Spanish.
- On the board, draw up a list in English of the differences you are able to observe in terms of: Race / gender / religion / culture / socio economic class, etc.

  E.g. In Bogotá we can see different types of people, for example: Catholic, protestant, white, black...

- The class is divided into 5 large groups, one for each of the concepts identified in the previous step. In these new groups, sort the items product from the previous activity.

  E.g. In Cartagena, there are black and white people. In San Andres, there are Raizal and Continental people.
- Introduce the children to the next song "Kid's peace song". This song alludes to the wonders of diversity and gives clear examples of how we are different. This video allows reflection on the theme of diversity:

"Kid's peace song": www.youtube.com/watch?v=xYzwruuXtJE

Encourage children to learn the song in English and reflect on the need to accept our peers regardless of race, color, religion, etc. Only if necessary use Spanish or Creole.



#### FOR LEARNING

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more.

#### **OF LEARNING**

Vocabulary quizzes and worksheets.

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This stage focuses on students' work. Below, is a list of possible tasks or stages that students can perform throughout the module to help consolidate the final product:

- Presentation of the characteristics of the city and its contrast with the country side: Quiet /loud; Big/small. You can show students some pictures of other towns and motivate them to complete sentences in English:
  - 1) This is Barranquilla. it is big and loud. 2) This is Baranoa. It is small and quiet.
- Create small models to illustrate the differences between the city and countryside. Students make short oral presentations in English, using the vocabulary they already know from this and previous grades:
  - This is the country. It is beautiful. It is cleaner than the cities and guieter. I like it.
- Video presentation"The country mouse and the city mouse" which allows children to focus on the differences between friends and how one lives well in the middle of diversity:

Pre: Write the title of the video on the board and ask the children to associate in English vocabulary related to the context of Country & City. You can help them to recall and learn relevant vocabulary. E.g. Country: buildings, car, quiet, spark, noise, bread and cheese; City: big, noisy, pizza and ice cream, etc.

While: Show the children the video "The country mouse and the city mouse": www.youtube.com/watch?v=3XTU-jB83zc



DEVELOPMENT

ECO: Poster The town Worksheet lessons 3 & 4 The town • While the children watch the video, ask them to be aware of the vocabulary introduced in the previous stage. You can design a matching activity with vocabulary and pictures that children join with lines.

**Post:** Guide the children to make descriptions of the characters in the story and establish their differences in English: Molly the mouse, is shy but Marco is outgoing.

- Ask students to describe themselves using the vocabulary learned:
- a. My name is...
- b. I am shy. / outgoing.
- c. I study at XXXXXXX School.
- d. I am 10 years old.
- e. I am in 5th grade.
- f. In my free time I ....



Video presentation: "For the birds", which focuses basically on the way we address people who are different from us and constitutes a reflection on diversity.

"For the birds": www.youtube.com/ watch?v=rUIFQrEcKsc



Abc:
Poster My town
Songs: The wheels on the bus
Old MacDonald had a farm

• Encourage the children to reflect on diversity issues and the need we have for our fellow human beings. This part can be done in Spanish. Motivate the children through questions to describe the characteristics of the characters and the places in the video:

- Is this a quiet or a loud place?
- Is it a modern place?
- What color is the big bird?



Groups (the same from task 2) should prepare short oral presentation in English about the characteristics of different communities found in their context. E.g. In our community, there are some black people. They are from Palenque. They are very traditional people.



Inclusion: You can use this task to motivate children to get to know populations in their region that are not as well known.



Didactic idea: Remember to give the children a task to do while listening to an oral text or watching a video. This will give them a reason to pay attention.

Didactic Idea: An option can be to vary the task according to the talents of the students (models, play, song, drawings, etc.).



Option 1: Encourage students to prepare a video in English in which they show how each member of the community interacts and cooperates with others for the sake of healthy relations in their context.

**Option 2:** Children elaborate a story in pictures, with small descriptive phrases: This is my community. We live in the country. The country is big and quiet. We are kind people. I love my community.



**Inclusion:** Think of other options that fit your context and the resources your students have.



#### **FOR LEARNING**

Students check their drafts of the different tasks proposed with checklists or peer feedback.

Allow students to do second and even third drafts.

#### **OF LEARNING**

Check final drafts of posters and oral presentation scripts with the rubric.



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# INTEGRATED INTERCULTURAL TASKS AND PROJECTS: HOW WE CELEBRATE. HOW OTHER PEOPLE CELEBRATE

In this TPII, the students will have an opportunity to compare local festivities with national and international festivities. The objectives are that the students recycle, generate and use language which they have learned to express and describe festivals which they know and ones they will learn about. The activities proposed in the TPII have the aim of having the students value their own traditions while simultaneously learning about and respecting other cultures.

Final product: At the end of this TPII (after module 4) the students will work in groups to prepare a short news report about a festival including all the content and language that they have learned during the project.

#### PREPARATION FOR THE TPII

If possible, show the video of "My beautiful San Andres" and have the students sing along:

www.youtube.com/watch?v=US0vfEjhKwU

It is not necessary to sing the complete song. If not, sing part of it such as the chorus. Ask the students: What things did you see in the video? (if video was seen). If it was not possible to watch the video, ask: What things do you see on the island? Write the responses on the board: Dancing Churches Music Typical food

#### Dancing, Churches, Music, Typical food

- Ask the students: When do we sing songs like this?
- Write any suggestions on the board but guide the students towards the theme of festivities: What celebrations do we have on our island? Give examples. The students might suggest various but focus on the main celebrations:

The Green Moon Festival
The Festival of Folklore
Ask the children:

What do we do during this festival?

Write the responses on the board. Encourage them to use a subject and a verb when answering. For example:

We sing - We dance - We watch the parades - We eat special food

If a student answers in Spanish or Creole, ask the students to help translate or to use Standard English

#### **DEVELOPMENT OF THE TPII**

In this section of the project, the ideal scenario is that the children listen to someone who knows a lot about the local festivity. This could be a relative of a student or a person you know who could come into the class and talk to the children in Spanish, Creole or English. Alternatively and if possible, the children could go on a field trip to visit someone involved in the festivities and see a short demonstration as well as hearing important information. How you do this depends on the local context and what best suits the school and the teacher. If these options are not possible, prepare a short description of your favourite local festivity in English. Bring pictures and realia. While you present, students will have to complete the following chart:

Festival Name	
When is it?	It is
Where is it?	It is
What does it celebrate/represent?	It celebrates/represents
What music is there?	
What dance is there?	
Other information	

• Make sure that the speaker includes relevant information so the children can complete their lists. Have the children listen to the speaker or the teacher and complete their lists with their partner. Alternatively, if no speaker can be found, you can have the students complete this list

as homework by speaking to family members or neighbours who could provide the relevant information.

After ask the students for the relevant information and

write the responses on the board. For example:

The festival is the Folklore festival.

It is in June every year.

It is on the island of Providence.

It celebrates the culture and music of the island. It represents the Afro identity of the island.

There is reggae, calypso, soco and other Caribbean music. People dance jumping polka, mento, calypso, and others.

• Give each pair of students a large sheet of paper divided into three sections. In the first section, tell the students to write in the sentences describing their local festival (above or extra information:

We celebrate the local iguana, people dance in the street, we eat special food...

While they are working, walk around the class and make sure the children are completing it correctly. On the board write: **OUR FESTIVAL!** 

• Have the students write the title at the top of the first section (the other two sections will be completed later, when they hear informaction about other festivities in Colombia). For example:

# OUR FESTIVAL! It is the Folklore Festival It is in June every year. It is here in Providence. etc

These activities can take several class periods. So a recommendation is that you divide them according to your own scheduling and planning.

• Tell students that now they are going to learn about a different festival in Colombia. Show the class some pictures of the Barranquilla Carnival (or any other festivity you would like to use) and ask the students: *Does anyone know what this is?* If somebody gives the correct answer, write it on the board:

The Barranquilla Carnival (or the name of the festivity you selected)

• Ask the students: Does anyone know anything about the Barranguilla Carnival?

• Help them to translate or to use Standard English in their responses and write them up on the board. If any of the Spanish speaking students are familiar with the festivity, let them explain what they know in Spanish and have the class help with a translation. Have them make pairs. Give each pair the following short reading on the carnival and have them work together to complete their information list:

The Barranquilla Carnival is one of the oldest in Latin America. It started in the 19th century. Every year in the days before Ash Wednesday and Lent, people celebrate carnival and watch parades in the street. The carnival is a celebration of the different cultures that exist in the region. The bands in the street play many traditional types of music like "cumbia", "fandango" and "porro". The people in the parade dance many traditional dances such as the "paloteo" (Spanish origin), the "mapalé" (African origin) and the "mico y micas" (Indigenous origin). The celebration is for four days, and many people celebrate.

• Draw the information list on the board and have the students copy it down:

Festival Name	
When is it?	It is
Where is it?	It is
What does it celebrate/represent?	It celebrates/represents
What music is there?	
What dance is there?	
Other information	

If you choose another festivity, make sure to select appropriate video or reading. These are examples for you to follow. After ask the students for the relevant information and write the responses on the board:

The festival is the Barranguilla Carnival.

It is in the days before Ash Wednesday every year. It is in Barranguilla.

It celebrates the different cultures that exist in the region. There is cumbia, fandango and porro.

People dance African, European, and Indigenous dances

• Check that the students understand any unknown words and help them to translate where necessary. If it's

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NUEVO PAÍS

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possible, show some videos so that the children can see some dances or hear some music related to the Carna-

Give each pair the sheet of paper divided into three sections. In the second section of the sheet, tell the students to write in phrases which describe the Barranguilla Carnival (above). For example:

#### **OUR FESTIVAL!**

It is the Folklore Festival It is in June every year. It is here in Providence. etc BARRANQUILLA'S CARNIVAL

It is the Barranguilla festival It is before Ash Wednesday It is in Barranquilla Etc

• Ask the pairs of students to work together to identify some similarities and differences between the two festivals. Give some examples to help them:

The Green Moon Festival and the Barranguilla Carnaval are both in Colombia.

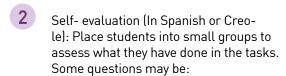
The Green Moon Festival is in April, but the BarranquillaCarnival is in February or March.

Both festivals celebrate lots of different cultures. The Barranguilla Carnival is bigger than the Green Moon Festival.

- When necessary explain a bit about the history of the Americas (European settlement, Slavery, Indigenous suffering etc). Furthermore, make an emphasis on the fact that during these festivals everyone from the community (rich, poor, black, white, men, women, children)comes together to celebrate.
- Let the students talk in Spanish or Creole but help them produce similarities/differences in Standard English.

At this stage the students present their project products. Extension and assessment activities are suggested.





- a. What did you like about this module?
- **b**. Which were your favorite tasks?
- c. What difficulties did you have while doing the tasks?
- d. What did you learn about the celebrations of the island
- Students discuss the questions with the help of the teacher and they summarize their answers which they may attach to their portfolios.

Design a poster in which behaviours or

common aspects found in the communities which were analysed and the festivals compared.



ETHICS: Respect.



Ethnic and cultural diversity.



FOR LEARNING

Self- evaluation

OF LEARNING

Rubric to assess their portfolio (see appendix)

## SUGGESTED SYLLABUS

#### **MODULE 4**

#### A GLOBAL VILLAGE: GOAL:

We are all well informed

Recognize and mention in English the importance of the media for their daily life and for the transmission of culture.

#### SUGGESTED TIME:

27-36 hours per academic term

#### PERFORMANCE INDICATORS

KNOW DO BF **LEARN** 

1. Identifies words and expressions related to tell stories or anecdotes in his/her context. 2. Recognizes the structure of the past tense of verbs he/she often uses.

3. Recognizes the vocabulary of the media and information he/ she has contact with. 4. Identifies the interrogative form to get information about current events.

5. Identifies words and expressions in English related with festivities and celebrations.

1. Tells his/her anecdotes using simple language. 2. Answers simple questions

about current events. 3. Prepares simple questions related to the facts presented by the media.

4. Expresses his/her favorite

- media source. 5. Describes the most important aspects of local and national festivals.
- 1. Appreciates his/her experiences and those of his/her companions. 2. Considers the effectiveness of information
- received through mass media. 3. Values the distinctive traditions of the
- department. 4. Values the particular culture of other places.

21st Century Skills Explores different media and considers its effectiveness. Identifies similarities and differences between cultures.

#### Learning strategies

Reorganizes the information collected from different mass media in a table. Identifies similarities and differences between cultures.





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It's important to take care of the environment.





# **SUGGESTED CONTENTS**

#### **VOCABULARY**

Vocabulary to review:

- First grade module 1:Sequence words: first, then, next, last
- Third grade module 4: Good habits about the use of technology and its elements.

Comparision: similarity, difference Identity: culture, identity, African, American, European, Indigenous. Mass media vocabulary
Television network, radio,
newspapers, reality shows
soap opera, documentary
local news, news programmes
music programmes, articles

Expressions to tell stories one day... When I was younger... then... finally... Expressions for preferences preferences
I prefer to...
I prefer

Expressions to talk about past actions I used to play soccer but now I...
My grandparents did not have computers to be informed...

Grammar
Past tense (regular verbs)
Used to
Questions in the past:
Did you...?
Did he...?
What did you do last Saturday?
I walked around the park.
Past simple: It started...
Gerunds: Dancing, singing
Comparatives: bigger, older, better.

English in Practice
When I was younger I used to play soccer but now I play basketball.
I love reality shows.
My grandparents did not have computers, they used radios to access information.
It is...It celebrates...There is/are...
This celebration is big, but this

Sociolinguistic/ Intercultural Assessment of information received by different means.

Knowledge about festivals in other parts and what they have in common.

# SUGGESTIONS FOR MODULE 4

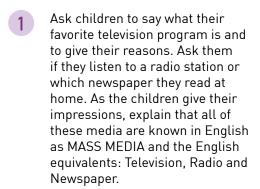
METHODOLOGICAL AND ASSESSMENT

#### Suggested Project: Past times!

The purpose of this project is to have students prepare a book with anecdotes and drawings about their past.

**Suggested Product**: A book of anecdotes

The objective of this stage is to motivate students to participate in tasks related to the topic proposed, but also to let them state what they already know about the topic.



Invite students to complete the following table in English to classify the types of information and/or content introduced through different media sources:

Word bank:Reality shows/ soap opera/ documentary/ local news / news programmes / music programmes / articles

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Type of info/ Content

Television Radio Newspaper

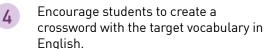




Group students to review the information collected. Take the opportunity to introduce vocabulary related to television programs in English: soap opera, reality shows, documentary, etc.



ECO: Unit 20 Lessons 3 & 4





Organize the class in small groups so the children can talk about their favorite TV shows and explain why.
Example: My favorite TV show is Challenge 2016. It is a reality show and it is very exciting.



#### **FOR LEARNING**

Students monitor their acquisition of vocabulary through activities in class and with peers, and the teacher provides extra activities to those students who need more.

#### **OF LEARNING**

Vocabulary quizzes and worksheets.

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celebration is small...

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DEVELOPMENT

This stage focuses on students' work. Below, is a list of possible tasks or stages that students can perform throughout the module to help consolidate the final product:

- Video presentations "Types of mass media", "What is media?" Or "Understanding media" which allow to know the various media and their names in English.
  - "Types of mass media": www.youtube.com/ watch?v=Xd3m1wBCcmQ
  - "What is media?": www.youtube.com/watch?v=M89_wjcwzfY
  - "Understanding media": www.youtube.com/ watch?v=ByBz_hTJwfk

• Ask children to take notes of the mos
relevant information.

Examples of Media are:	
Newspapers can reach	

of people.

DEVELOPMENT

Students prepare a survey in English with the teacher's assistance. The survey will be applied in their families about the media they preferred. The data obtained must be presented in a graph in front of the class. What is the most popular media your family uses?

Radio	Television	Internet	Newspaper

Bring the kids together and invite them to listen to a little story online:

> **Pre**: Write the title of the story on the board: "The bird king". Ask the children about their favorite bird and ask them to explain what characteristics a bird should have to be the king of all the birds in the world.

While: Project the video "The bird king" which shows the story of a competition made to decide the king. If you do not have internet access, you can print the text on the same page.

"The bird king": http://learnenglishkids.britishcouncil.org/en/short-stories/the-bird-king

Post: Print the proposed activity sheet (from the web page) for the story and encourage students to solve it in class.

- Invite the children to watch the following videos "How was your summer vacation" or "What did you do?" Which focus on fun activities in the past. At the same time it reinforces the simple past tense
  - "How was your Summer vacation": www.youtube.com/watch?v=KiNUkR-POpQY
  - "What did you you do?" www.youtube.com/watch?v=aqMpREQdnCY Introduction and solving of gram-

mar exercises with the most common required verbs. You can use the following links to see examples of these exercises:

> Past simple of the verb To Be: http:// learnenglishkids.britishcouncil.org/ sites/kids/files/attachment/grammarpractice-reference-card-past-simpleverb-to-be.pdf

Past simple endings: http://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/grammar-practice-reference-card-past-simple-endings.pdf

Past simple endings: http://learnenglishkids.britishcouncil.org/sites/ kids/files/attachment/grammar-games-past-simple-endings-worksheet. pdf

Past simple of the verb To Be: http:// learnenglishkids.britishcouncil.org/ sites/kids/files/attachment/grammargames-past-simple-verb-to-be-worksheet.pdf

Writing anecdotes and teacher revision. Encourage children in small groups to tell small anecdotes and / or news related to events from their school or community events.

> E.g. Yesterday, we celebrated Columbus day. Students participated with some posters and models. or When I was 6, I had a dog. Its name was

Lucky. It bit me.

During this process, tell the children about the steps for producing a written

- Brainstorming, to select the best ideas and organize them.
- First draft, the first version of the text.
- Peer editing, to ask in pairs or small

groups other children to review and give feedback on their texts. This part should be done accompanied and guided by you. Initially you can ask the children to check the use of capital letters, the correct form of the proposed verbs. etc.

- Editing, to make the necessary adjustments to their texts and finally,
- Publishing, which means the texts are ready to be shared and read.
- Children can decorate their anecdotes in class or bring them home decorated as if they were a story.



#### FOR LEARNING

Students check their drafts of the different tasks proposed with checklists or peer feedback.

Allow students to do second and even third drafts.

#### OF LEARNING

Check final drafts of posters and oral presentation scripts with the rubric.

Administer vocabulary and content quizzes.

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# INTEGRATED INTERCULTURAL TASKS AND PROJECTS: HOW WE CELEBRATE. HOW OTHER PEOPLE CELEBRATE

To return to the theme of the TPII, put on a song related to the local and national festivals and ask questions to the students about the celebrations. Stick a map on the board and ask:

Can somebody please find the United States for me?

- Then call two students to the board and ask them: Who can find New Orleans in the United States?
- When the city is located, show the map and its location to the rest of the students. Ask the students:

Have you heard about New Orleans and Mardi Gras?

• Write any valid responses on the board and tell the students:

Today we are going to learn about the New Orleans Mardi Gras.

• Tell the students to work with the same partner as in the last class. Tell them:

In the last class we learned about the Barranquilla Carnival. Today we are going to learn about the New Orleans Mardi Gras Festival.

Draw the information list on the board and have the students copy it down:

Festival Name	
When is it?	
Where is it?	
What does it celebrate/represent?	
What music is there?	
What dance is there?	
Other information	

Divide students in pairs. Give each pair the following short reading on the festival and have them work together to complete their information list:

New Orleans is a city in the United States. Every year on the Tuesday before Ash Wednesday, New Orleans has a Mardi Gras festival. It celebrates the culture of the people who live in New Orleans. It started in the 17th century with explorers from France. Every year many people watch bands play music in the parades. People wear masks and listen to American, African and Indigenous music. Many of the African-American bands use Native American dress to honour indigenous groups who helped their ancestors.

After asking the students for the relevant answers, write the responses on the board:

The festival is the New Orleans Mardi Gras. It is on the day before Ash Wednesday every year. It is in New Orleans.

It celebrates the different cultures that exist in the region. There is American, African and Indigenous music. People dance in the street.

The African-American bands use Native American dress.

• If possible, use videos to show some dances or music so the children can listen to some music from the festival.

Give each pair of students the sheet of paper divided into three sections. This time, they will complete the third section with the phrases which describe the New Orleans Mardi Gras. For example:



#### OUR FESTIVAL!

It is the Folklore Festival It is in June every year. It is here in Providence. Etc.

#### BARRANQUILLA'S CARNIVAL

It is the Barranquilla festival It is before Ash Wednesday It is in Barranquilla Etc.

#### **NEW ORLEANS FESTIVAL**

It is New Orleans Mardi Gras It is before Ash Wednesday It is in New Orleans Etc.

• If possible watch this video with the students and have them sing along to the words on the screen of this typical song from the New Orleans Mardi Gras:

www.youtube.com/watch?v=oG-jJsAXoNk

• The next part of the project is that the students identify and express similarities or differences between the three festivals. Students can recycle simple comparisons (This festival is in March, but our festival is in June). Organize the students with their partner and give them the paper they have worked on. Tell the students:

We learned about three festivals on this project. What were the names of the festivals?

Write the three names on the board:

The Green Moon/Folklore Festival The Barranquilla Carnival The New Orleans Mardi Gras

Ask the students: *Where are these festivals?* When they say the places, tell the students:

They are all in different places. San Andres/Providence, Barranquilla and New Orleans.

#### Which are in Colombia?

When they say the correct answer, show the class a map again and ask: Who can find the three places for me? (help them if necessary)

• Show the students North America and South America on the map and say: All of this is the Americas. The three festivals are in the Americas. That is a similarity.

• Write the word "similarity" on the board and have the students repeat the word.

Tell the students: San Andres/Providence and Barranquilla are in Colombia. New Orleans is in the United States. That is a difference.

Make a list on the board:

Similarities Differences

• Tell the students that they are going to work with their partners to find some similarities and differences with the festivals. Give an example to help them:

#### Difference

The Folklore festival is in June.

Carnival and Mardi Gras are before Ash Wednesday. Mardi Gras is in the U.S, but the Folklore festival and the Carnival are in Colombia.

- As they work, walk around the class and help the students to identify similarities and differences. Draw their attention to similarities about the music and dance (mixing European, American, African and Indigenous traditions). When necessary explain a bit about the history of the Americas (European settlement, Slavery, Indigenous suffering etc)
- Let the students talk in Spanish or Creole but help them produce similarities/differences in Standard English. Write the responses on the board and have them repeat the sentences. If you notice that the students are having problems with any of the grammatical language used during the project, use materials at the school to reinforce those topics.

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#### **FINAL PRODUCT**

Organize the class into groups of four. Each group needs to concentrate on one of the festivals that they have studied. Each group has to plan a short news report for the television in which they will talk about their festival. The students should include the information that they have learned about the festival, and furthermore, include a demonstration or if not some images which represent the festival. It is important that the students have enough time to, with the support of their teacher, plan and practice the report. Each person in the group must have a distinctive responsibility (for example, reporter, presenter, someone who talks about the festival or someone who demonstrates a dance etc.). When the groups are ready, the teacher can record the television report. After the videos could be shared on social networks to see the reaction of the public.

At this stage the students present their project products. Extension and assessment activities are suggested.

- Students put their anecdotes together in a book that will be shared with the community. Encourage students to read their anecdote to each other.
- Self- evaluation (In Spanish and Creole): Place students into small groups to assess what they have done in the tasks. Some questions may be:
  - **a**. What did you like about this module?
  - **b**. Which were your favorite tasks?
  - c. What difficulties did you have while doing the tasks?
  - **d**. What did you like most about the TPII?
  - e. What did you learn about the local, national and international festivals?
  - Students discuss the questions with the help of the teacher and they summarize their answers which they may attach to their portfolios.





ATHEMATICS: Data through graphs.



#### **FOR LEARNING**

Self- evaluation

#### OF LEARNING

Rubric to assess their portfolio (see appendix)

# **APPENDIX**

- 1. Suggested Lesson Planning format
- I. IDENTIFICATION

Teacher's name:				
Grade::	ade:: Number of students:			
5 5				
Unit / Topic:				
Time:				
Goal:				
General objective:				
Performance indicato	rs:			
KNOW	DO	BE	LEARN	
Suggested content				
Possible problems		Anticipated solutio	ns	

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#### II. LESSON SEQUENCE

FASE / STAGE	Procedure	Time and interaction
Beginning		
Middle		
End		
Materials:		

2. Lesson Planning Samples

# **Transition Grade**

#### **I.IDENTIFICATION**

Teacher's name:

Grade: TRANSICIÓN # of students:

Students' average age:

Unit / Topic:: MODULE 1 – I play and learn about my body

Time: **2 horas** 

#### Goal:

Follow norms in English for their own and others' care, when participating in individual and group games..

#### **General objective:**

Name the parts of the body

#### Performance indicators:

KNOW	DO	BE	LEARN
Recognizes and pronounces the main parts of the body.	Names the parts of their body. Follows simple instructions in English when told slowly with clear pronunciation.	Values the importance of taking care of their body while playing.	Represents a word or phrase with body movements to remember their meaning

#### **Suggested contents**

Vocabulary	Expressions:	Sociolinguistic/ Intercultural
Parts of the body:	Let's play	
face: eyes, mouth nose	Touch your	Demonstrating respect and apprecia-
Body: head, shoulders,	Grammar	tion for themselves and others
knees, toes.	My name is	
Nymbers	I am a boy/girl	
1 - 3		

#### Possible problems

#### **Anticipated solutions**



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#### II. LESSON SEQUENCE

#### Manage the learning environment

For this module classroom setting, you can:

- Decorate the classroom with images of students playing in stimulating games.
- Hang images or puppets of people with the name of the parts of the body in English.
- Display posters of people with different physical characteristics. You can include images of students with

special needs (visually impaired, on a wheelchair, etc.) to raise awareness of diversity.

- Find songs related to the topic of the body and games. Some options can be:
- a. My little face: www.youtube.com/watch?v=r-v0Wp4UV_0s

b. Head, shoulders, knees and toes: www.youtube.com/ watch?v=h4eueDYPTIg

c. My body parts song: www.youtube.com/watch?v=ot-4mJ_qUNMY

STAGE	Procedure	Time and interaction
Beginning	Say hello to students in English: T: Good morning!! Ss: Good morning, teacher! T: How are you today? Ss: Fine, thank you!	5 min ( T-Ss)
	Introduce the class with a routine that could include the song: My little face	5 min (T-St)
	Present the vocabulary of the body parts using flashcards. Say the parts of the body while showing the images, students repeat.	10 min (T-St)
	Stick the flashcards around the classroom and ask some learners to go and bring the part of the body that you mention.	
	Play Simon Says! with your class, using instructions like: Simon says touch your nose!	5 min (t-St)
	In small groups, students play Simon Says! Choose a leader in each group to give the instruction, and then they switch roles.	5 min (T-St)
	Students can work on a worksheet where	· · · · · · · · · · · · · · · · · · ·

STAGE	Procedure	Time and interaction
Beginning	they cut out the parts of a face and paste them on an empty face.	15 mins (St)
Middle	Design some puppets with students using paper bags:  www.youtube.com/watch?v=F_LjJDGT90E  Then, in small groups, students present their puppet, following this model: Hello! My name is I am a boy / girl I have two eyes, a nose, and a mouth	30 min (T-St-St)
End	Discuss with students (in Spanish) about different ways to take care of their body parts (e.g. use sunglasses for their eyes, put on sunscreen, etc.). You can ask students to illustrate one way of taking care of their body, with the title I take care of my body!  Finally, ask students to evaluate their learning. You can ask them to sit in a circle and ask the following questions: What activities did you enjoy the most? What did you learn? What do you need to review? How are you going to study at home?	10 min (T-St-St)

#### **Materials**

- Videos
- Paper bags
- ECO posters or pictures of a boy and a girl on the board.
- Flashcards
- Worksheet



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# First Grade

#### **IDENTIFICATION**

Teacher's name:

Grade: FIRST # of students:

Students' average age:

Unit / Topic: MODULE 2 – I appreciate our differences

Time: 2 hours

## Goal:

Describe, in English, his/ her own physical differences and the ones from his/ her classmates and show respect towards them.

# **General Objective**

Mention with simple phrases physical characteristics about himself/herself and his/her classmates.

# Performance indicators:

KNOW	DO	BE	LEARN
Recognizes the possessives my, your, his, her	Introduces self, through vocabulary learned in English. Introduces, with vocabulary learned, his/her classmates by using the possessives his/her.	Appreciates and respects those who are around him without regarding the physical or gender differences	Checks the new learned words frequently.

# **Suggested contents**

Lexical	Grammar	Sociolinguistic/ Intercultural
Vocabulary referred to gender and physical description (boy, girl, blonde, red hair, black, etc.)  Adjectives boy, girl, blonde, red hair, black, tall, short, thin, fat, etc.	Possessives His hair is his/ her She's a girl. Imperative Don't Her hair is curly. English in practice This is my friend He is	Respecting gender and physical differences

# Possible problems

# **Anticipated solutions**

# **II.LESSON SEQUENCE**

STAGE	Procedure	Time and interaction
Beginning	Bring images of students with physical differences. Use big images so that all students can see them. Use those characters to present students their personal information in English (you can do it in the form of a story). For example:  They are Sergio, José, Laura and Sofía. Sergio is from Chía. He is white and he has blond hair. José is from Quibdó. He is black with curly hair. Laura is from Zapatoca. She is white and has red hair. And Sofía is from Leticia. She has straight black hair. She comes from a native family. They are in first grade. They are friends, they are very happy kids.  If you have the resources, you can show them the video "For the birds" to discuss about respecting people's particularities:  For the birds: www.youtube.com/watch?v=tR-S4X-kVQ1M  Allow students to discuss in Spanish what they understood from the content of the video, and reinforce the importance of respecting others without physical distinction. Take advantage of the reflection to introduce the imperative Don't (Don't laugh at others. Respect everybody).  Using the introduction of the previous characters, introduce the vocabulary that helps them make physical descriptions of people: Physical description:  He/she has red hair, blond hair, black hair, brown hair.  She/he is white, brunette, black.  She/he is thin, fat, short, and tall.  You can also use flashcards to show the vocabulary words in English.	10 min (T-St-St)  10 min (T-St)







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STAGE	Procedure Time and interaction	
Beginning	If you have the resources, you can show them this option that let us do physical descriptions of people: "Adjective words for kids": www.youtube.com/watch?v=sEDy0wGaXJY  On a worksheet, students can practice the vocabulary coloring students with different physical characteristics, or matching a description with an image. For example: She is my friend Lucy. She has curly, red hair	15 mins
Middle	Model the physical description of some students. Using your example, encourage the kids to follow you describing in English their classmates. Monitor their work while they prepare their oral description.	30 min
End	As homework, ask students to prepare the description of a friend, following a model. They can draw a picture of the person, bring an image or a photo.  At the end of the class, you can discuss with students (in Spanish) the importance of respecting other's physical appearance. You can ask them questions that encourage them to think about how we are different and the value for diversity.	10 min
	At this point, students can also get together in small groups and evaluate the activity using questions like:  a. What did you like about today's topic?  b. What were your favorite tasks?  c. What difficulties did you have while doing the tasks?  d. What suggestions do you give to improve the class?	<ul> <li>Materiales que necesitaré</li> <li>Posters of people with different physical characteristics.</li> <li>Vocabulary Flashcards</li> <li>Video</li> <li>Images of characters familiar to students.</li> </ul>

# Second Grade

#### I. IDENTIFICATION

Teacher's name:

Grade: SECOND # of students:

Students' average age:

Unit / Topic: MODULE 3 – I appreciate our biodiversity

Time: 2 hours

# Goal:

Distinguish and describe in English some characteristics and the importance of other living things in their context.

## General objective:

Mention some physical characteristics of some other living things. Understand simple phrases in short oral or written texts, by using images related to other living things.

### Performance indicators:

KNOW	DO	BE	LEARN
Identifies the characteristics and needs of the living things in his/her context.	Classifies and mentions in English living things according to their characteristics. Participates in short conversations using vocabulary related to living things and their basic characteristics.	Appreciates the presence of other living things in his/her context.	Uses the new learned words in short sentences to memorize them.

# **Suggested contents**

Animals
cat, dog, birds,
parrot, iguana,
bees, fish, cow, bat,
insects, tiger, lion,
giraffe
en inglés y negrita:
Vocabulary related to

the module environment, habitats, animal characteristics Inglés en la práctica The cat is big. The dog can't fly. We need to take care Vocabulary related to of animals.

forest, sea, house, savannah, river Verbs fly, jump, hunt, protect, run, etc. Adjectives

Habitats

endangered, tall, Questions Can a dog fly? No, it

can't. Can a fish swim? Yes, it can. Do you see cows in

Demonstrating concern and interest for environmental preservation.

Sociolinguistic/Intercultural

Possible problems

**Anticipated solutions** 



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fast, slow, big, small, your neighborhood?

# II. LESSON SEQUENCE

STAGE	Procedure		Time and interaction
Beginning	Start the class with a song related to animals. For example: Old Mcdonald. You can also use traditional songs like "La iguana y el perezoso" in its English version: www.youtube.com/watch?v=_lr0Mc6Qilo Present students some images of different animals and practice the vocabulary in English with them. Take advantage of this opportunity to introduce orally the vocabulary in English related to the animals and their habitats. CONNECTION WITH SCIENCE  Print images of different animals and their habitats. With the help of the kids, paste them on a chart on the board in which they have to classify the animal according to the place where they live. This can also be done with the characteristics of the animals. The table could look something like this (but only with images)		5 mins (T-St)  15 min (T-St-St)  30 min (T-St)
	LAND ANIMALS	WATER ANIMALS	
	Dog	Fish	
	Cat	Starfish	
	Lion	Whale	
	If you have the possibility of presenting them a video, show Animals and their home: www.youtube.com/watch?v=2RfZ0L3rh0w in which they will see the habitat to where each animal belongs.		

STAGE	Procedure	Time and interaction
Middle	With your help, students can prepare a simple conversation about the animals and their habitat. This can be a model:  St 1: Felipe, what's your favorite animal? St 2: My favorite animal is the parrot. It is a bird. It can fly. What is your favorite animal? St. 2: My favorite animal is the dog. It is a mammal. It can run and play.  Suggestion: Instead of having each pair of students come to the front and show their conversation, students can work in pairs at the same time. This helps control discipline and keeps everyone on task.	15 mins
End	Students can create posters to promote care for animals that live around the school, with the slogan: Let's take care of the animals in our school!  At the end of the class, remember to ask students to evaluate the activities in small groups and talk about what they think was fun, easy, difficult, etc.	25 mins

# Materials

- Poster paperWorksheet
- Videos
- Songs
- •Animal images



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# Third Grade

## I. IDENTIFICATION

Teacher's name:

Grade: **THIRD** # of students

Average age:

Unit / topic: MODULE 4 – I use technology appropriately

Time: 2 hours

# Goal:

Recognize and present in English some good practices for the responsible use of technology.

# General objective:

Exchange information about the use of technology, through previously studied phrases.

# **Performance indicators**

KNOW	DO	BE	LEARN
Identifies vocabulary and expressions related to technology.  Recognizes the question how often do you? to ask about the frequency of an action.	Asks and answers questions about habits related to the use of technology.	Recognizes and respects similarities and differences between people regarding their age and the use of technology.	Practices English with their classmates.

# **Suggested content**

Vocabulary Elements of technology: TV, computer, mp3 player, earphones, videogame, tablet, phone Time expressior Twice a day one/two/three heevery day Every day Two days a weel	Questions about the frequency words:  Ours frequency of an action How often do you me, always  (use a computer)?	Sociolinguistic/ Intercultural Respecting for limitations of others in the use of technology.
Possible difficult	ies Solutions	

## II. LESSON SEQUENCE

STAGE	Procedure	Time and interaction
Beginning	You can start the class showing images of students using technology, some positively and others negatively. Ask students to describe them in Spanish. You can write down the words or phrases that are part of the vocabulary of the English module.	10 mins (T-St)
	Show students some flashcards with the target vocabulary (using technology).	5 mins (T-st)
	Optional: If you think your students need to revise numbers, you can include an activity for this.	5 mins (T-st)
	Introduce the question "How Often do you?" and explain students that it is used to ask how often you do an activity. Example: How often do you brush your teeth?	10 mins (St)
	Give students a guide, as a quiz, to inquire about their habits on the use of technology. Use many images.	
	Example: How often do you?	
	<ul><li>1. Watch TV</li><li>a. One hour every day day</li><li>b. Two hours every day</li><li>c. More than three hours every day.</li><li>c. Never</li></ul>	15 min (st-st)
	At the end of this activity, you can put students into small groups and ask them to ask and answer questions to their peers. Give them a phrase that can be used as a model: St 1: How often do you watch TV?	



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STAGE	Procedure	Time and interaction
	St 2: I watch TV one hour every day. How often do you use a computer? St 1: I use a computer more than three hours every day.	15 min (st-st)
Middle	Ask students to interview other 3 students (high school if possible) and 3 adults, using the given guide.  Then, back in the classroom, they can summarize the results of their survey using phrases such as:  3 people watch TV one hour every day	30 - 40 mins (st-st-school)
End	As homework, students can prepare a survey for parents and neighbors and bring the results the next class. If you think it is appropriate, the next class you can teach your students how to make graphs from these results.  Remember at the end of the class ask the students to meet in groups to evaluate the activity, their learning and difficulties.	5 mins (T- Ss)

## **Materials**

- Flash Cards
- Guide

# Fourth Grade

#### I. IDENTIFICATION

Teacher's name:

Grade: Fourth # of students

Average age:

Unit / topic: MODULE 1 - I watch what I eat

Time: 2 hours

## Goal:

Identify and present in English the effects of certain substances for your health (sugar, caffeine, salt, fat).

# General objective:

Make simple sentences to describe the consequences of certain substances to humans.

Understand specific information in written and oral descriptive texts on the use and abuse of harmful substances.

## Performance indicators

KNOW	DO	BE	LEARN
Recognizes the vocabulary related to the main substances harmful to their health, in short written texts.	Makes a list of products containing substances harmful to health. Understands and associates, the harmful substances and their effects in short written texts.	Promotes actions to prevent consumption of harmful substances to health.	Predicts the content of a text based on its title, subtitles or images.

# **Suggested contents**

sugar, caffeine, salt, fat, Get fat T candy, fast food, Stomach problems L lunch meat (embutido) / Headache, Sausage Heart problems Soda, butter, fried foods	Expressions  Too much Sugar is bad for your health to Salt can cause many health problems. Eat more fruits/vegetables  Grammar  Must / should / have to	Sociolingüístico/ Intercultural  Demonstrating con- cern and interest for others
---------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------

Possible difficulties / Constraints

**Solutions** 



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# II. LESSON SEQUENCE

STAGE	Procedure	Time and interaction
Beginning	Bring to class pictures (or realia) of products that you know your students consume that are harmful to their health (e.g. coke, sugar, fat, beer, etc.).  Work on the vocabulary to name those products (soda, sugar, fat, candy, beer, etc.)  Discuss with students about the damage they know these products can cause. You can ask students to complete a table that illustrates the products and their potential damage to health. They can work in small groups.  Sugar	5 mins (T-St)  5 mins (T-st)  20 mins (St-St)  15 mins (St)
Middle	Help students to prepare a campaign to reduce the consumption of sugar in the school.  They can design posters with images of products harmful to their health and put them on the walls with the slogan "too much sugar is bad for your health"	40 mins

STAGE	Procedure	Time and interaction
End	Allow students a few minutes to assess the development of the class. Group them to discuss what they liked, their strengths and areas for improvement for future similar projects.	5 mins.

# Materials

- •Poster paper
- Markers, colors, etc.Work guide
- Flashcards



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# Fifth Grade

## I. IDENTIFICATION

Teacher's name:

Grade: Fifth # of students

Average age:

Unit / topic: MODULE 2 – I watch my language!

Time: 2 hours

## Goal:

Recognize and express in English positive actions to build an environment of peace with their peers through language.

# General objective:

Exchange positive views about the people around.

## Performance indicators

KNOW	DO	BE	LEARN
Identifies words and expressions that reflect some type of discrimination in their context.	Talks to their peers and community members without words or expressions that might denote some kind of gender, socioe-conomic or status discrimination, etc.  Compares in some detail the physical characteristics and qualities of others.	Shows with his/ her words that he / she respect himself / herself and his fellows.	Groups words considering their root or family.

# **Contenidos sugeridos**

Expressions to reject Expressions to apo- Stop it! Expressions to apo-	Adjectives - synonyms polite / impolite and opposites Intelligent = clever =	Sociolinguistic/ Intercultural
Cut it out It was not my inten-	Pretty = beautiful smart  Fat = heavy / thin = Rich / poor	Admitting mistakes
That was not funny That's bullving Sorry if I offended	slim Short / tall	
you	Kind / rude	

# Possible difficulties / Constraints

**Solutions** 

# II. LESSON SEQUENCE

STAGE	Procedure	Time and interaction
Beginning	Start the class with the song "The more we get together", or a well-known cooperative game.  Show students images about conflicts and harmony between peers. Ask them to make small discussion groups about what happens on each image. Then, take some ideas from groups to describe these situations.	10 mins 10 mins
	Then the lesson focuses towards the use of language and its role in generating or preventing conflict (Bullying).  Ask the students to think of an adjective that they do not like to use with them (Bullying), and other positive adjective that describes their personality. (E.g. thin boy/ friendly; skinny / nice).  Make a list of positive and negative adjectives that arise. If you do not know some of the adjectives, it takes awhile to get it before writing it on the board.  Ask students to make two drawings: one representing the type of relationships that generate negative adjectives and another with a situation where positive adjectives are used. At first you can put entitled "Words can hurt", and the second "Words to stop bullying""	10 mins 15 mins
	importance of language to build peace. You can for example draw their attention about the use of nicknames (Bullying) .	



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STAGE	Procedure	Time and interaction
Middle	With your help, students work in pairs or small groups to dramatize situations where language can produce a conflict with language and good good relationships. This can be a model: St 1: Hey, little finger! St 2: Pedro, that's not my name. Please, show some respect! St 1: I'm sorry Juan. Tip: Instead of having each group to come forward to act out the dialogue, students can work in pairs at the same time. This helps to control the discipline and to have them all busy.	30 mins
End	After fulfilling this task, give students time to evaluate the class.  As homework, students can design posters to promote the use of good language.	10 mins

## **Materials**

- •Song: The more we get together
- Images
- Markers, colors
- Sheets

# 3. EXAMPLES OF ASSESSMENT INSTRUMENTS

# **TRANSITION**

QUIZ MODULE 1: I PLAY AND I LEARN ABOUT MY BODY TIME :: 30-60 minutes

#### 1. LISTENING

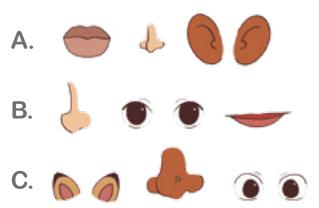
Instruction: Listen to your teacher. Follow her instructions to do the following activity:





#### 2. VOCABULARY

Instruction: Circle the part of the body that your teacher mentions.



#### 3. SPEAKING

Instruction: Draw a picture of your face (or bring a picture from home). Then introduce its parts to a classmate.

#### Example:

My name is ______. I am a boy/girl. I have two eyes, a nose, a mouth and two ears.



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# TRANSITION (Teacher's instruction)

QUIZ MODULE 1: I play and I learn about my body TIME: 30-60 minutes

This quiz assesses the acquisition of the vocabulary related to parts of the face as well as the listening skills to understand simple instructions, words and expressions previously studied on the topic of the module. The instructions on the student's sheet are for reference, the teacher is the one who must give the instructions orally.

#### 1. LISTENING

Read the following text:

My name is Maria. I am a girl. Draw my eyes. Color my hair yellow. I am a boy. My name is Manuel. Draw my nose. Color my ears red.

#### 2. VOCABULARY

Read the option for each question:

Nose

Eyes

Ear

#### 3. SPEAKING

For this activity, you can put the boys and girls in pairs. If you prefer to use photos, ask the children in advance to bring a photo of them from their homes. This activity must have been practiced previously in class, so that it is familiar for the boys and girls the day of the exam.

# FIRST GRADE

QUIZ MODULE: I APPRECIATE OUR DIFFERENCE

TIME: 30-60 minutes

#### 1. LISTENING

Instruction: Listen to your teacher. Follow her instructions in English to do the activity

Α



B.



#### 2. VOCABULARY

Instruction: Using lines, match the pictures with the description. Listen attentively to your teacher while she reads the following sentences that will help you to choose the correct answer.







She is tall. Her hair is long and brown.

She is thin. Her hair is short and red.

He is fat. His hair is short and brown.

#### 3. SPEAKING

Instruction: Draw a picture of your best friend or bring from home a picture of your favorite character. Then, orally, give his/ her physical description.

Example:

This is my friend ______. He is a boy/girl. His/ her hair is _____.

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SUGGESTED CURRICULUM STRUCTURE SUGGESTED CURRICULUM STRUCTURE

# FIRST GRADE (Teacher's instruction)

QUIZ MODULE 2: I appreciate our differences

TIME: 30-60 minutes

This quiz assesses the learning of the vocabulary related to physical description as well as listening skills to recognize simple instructions and oral expression of words and phrases about the module and previously rehearsed. The instructions appear on the student's sheet as a reference, the teacher is the one who has to give instructions orally.

#### 1.LISTENING

Read the following text for the children to circle the picture that belongs to the description read. It is important that you read slowly and clearly for them to understand which picture is the correct one:

a. I am a boy. My name is Sergio. I am short and a little fat. My hair is straight, short and brown.

#### 2. VOCABULARY

Read the option for each picture for the kids to do the correct matching drawing lines:

- a. She is tall. Her hair is long and brown.
- b. She is thin. Her hair is short and red.
- c. He is fat. His hair is short and brown.

#### 3. SPEAKING

For this activity, ask students to do their own picture or bring the picture of their favorite character. Then, ask them to to, orally and in English, the description of the picture they brought. This activity must have been rehearsed previously in class to be familiar for the children the day of the exam.

# **SECOND GRADE**

QUIZ MODULE 3: I APPRECIATE OUR BIODIVERSITY

TIME: 30-60 minutes

#### 1. LISTENING

Instruction: Listen to your teacher. Follow his/ heir instructions in English to carry out the activity. Listen carefully to the order in which the teacher describes the animals. Number them from 1 to 5.











2. VOCABULARY

Instruction: Complete the following sentences using the words in the box below. Check those you use.

Water

Domestic

Land

Wild

1. The cat is a animal.



2. The giraffe is a _____ animal.



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Colombia Bilingüe

TODOS PORUN
NUEVO PAÍS



3. The snake is a _____ animal.



4. The whale is a _____ animal.



#### 3. SPEAKING

Look at the poster that the teacher will show you and orally describe some of the characteristics of the animals that appear there. Follow the example below:



- a. This is a giraffe. The giraffe is a land animal.
- b. This is a monkey. The monkey can climb trees.







# SECOND GRADE (Teacher's instruction)

QUIZ MODULE 3: I appreciate our biodiversity

TIME: 30-60 minutes

This quiz assesses the learning of the vocabulary of the animals and their characteristics, as well as listening skills to recognize simple instructions and oral expression of words and phrases about the module and previously rehearsed. The instructions appear on the student's sheet as reference, the teacher is the one who has to give instructions orally.

#### LISTENING

Instruction: Read slowly and clearly the description of the animals that the students have in their quiz. As you read each description, they must number each drawing in the same order.

- 1. This is a wild animal that walks. (Lion)
- This is an animal that can climb trees (Monkey).
- 3. This is a very big wild animal (Elephant).
- 4. This is an animal that can swim very well (Fish).
- 5. This is a domestic animal that can run and walk (Dog).

#### 2. VOCABULARY

Instruction: Explain that in the box they have four options with words to complete the sentences below. Read slowly each sentence omitting the answer for the children to complete with the corresponding word:

Water - Domestic - Land - Wild

- 1.The cat is a <u>DOMESTIC</u> animal.
- 2. The giraffe is a LAND animal.
- 3. The snake is a WILD animal.
- 4. The whale is a **WATER** animal.

#### 3. SPEAKING

Show the suggested poster and motivate the children to make an oral description of the characteristics of those animals. This activity can be done in small groups. This activity must have been practiced previously in class, so that it is familiar for the boys and girls the day of the exam.

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# THIRD GRADE

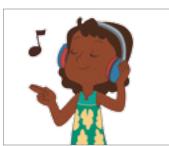
QUIZ MODULE 4: I USE TECHNOLOGY APPROPRIATELY TIME: 30 minutes

#### 1. LISTENING

Instruction: Listen to your teacher. Circle the image that corresponds to the description.

A.







B.







#### 2. VOCABULARY

Match the image with its name in English.

A. Computer ____

B. Tablet ____

C. Earphones ____

D. Cell phone ___

E. Video game ____



#### 3. SPEAKING

Ask the following questions to three of your classmates. Copy their answers in the table.

HOW OFTEN DO YOU	NAME	NAME	NAME
watch TV?			
use a computer?			
play video games?			

# Expressions to remember!

Twice a day

One/two/three hours every day

Every day

Two days a week

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# THIRD GRADE Teacher's instruction)

QUIZ MODULE 4: I USE TECHNOLOGY APPROPRIATELY

TIME: 30 minutes

This quiz assesses the identification of vocabulary and expressions related to technology. In addition, it is assessed if children can ask and answer questions about their technology use habits and if they can understand short and simple oral texts on the subject of the module.

#### 1.LISTENING

Read the following description:

Pedro plays video games five hours every day. He is always alone. He doesn't have any friends. He's sad. (Correct answer: First image)

• Read the following description:

Ana likes to watch TV. But her mother lets her watch only one hour every day. Ana has to do homework and study for school. (Correct answer: Second image)

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	V/ I I	1 /\	$\mathbf{H}$	1 /\	H

a.	Computer3
b.	Tablet5
C.	Earphones2_
d.	Cell phone4
e.	Video game 1

#### 3. SPEAKING

In this activity, allow the children to work in groups of three. You can monitor each group while doing and answering the guestions.

Ask the following questions to three of your classmates. Copy their answers in the table.

HOW OFTEN DO YOU	NAME	NAME	NAME
watch TV?			
use a computer?			
play video games?			
·			

# FOURTH GRADE

QUIZ MODULE 1: I WATCH WHAT I EAT TIME: 30 minutes

1. LISTENING Instruction: Listen to your teacher. He / She is going to read 3 short texts. Write the numbers 1, 2 and 3 below the picture that represents each one of the readings:







2. VOCABULARY
Write down the name in English.









#### 3. SPEAKING

Ask the following questions to three of your classmates. Copy their answers in the table.

What is your favourite food?	NAME	NAME	NAME
			I I





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# **FOURTH GRADE** (Teacher's instruction)

QUIZ MODULE 1: I WATCH WHAT I EAT

TIME: 30 minutes

This quiz assesses the identification of vocabulary and expressions related to maintaining a good diet. In addition, it is assessed if the children can ask and answer questions about their eating habits and understand short and simple oral texts on the subject of the module.

#### 1. LISTENING

Read the three small texts slowly and ask the children to match them with the respectives images. Answers: A:3; B:1; C:2.

1. This Tom, he is nine years old. He eats cereal and fruits. He does not drink soda and he does not This is a bad combination. This is a terrible combieat fat foods. He knows sugar and fat produce health problems.

2. This Johnny, he is ten years old. He prefers to eat some salad and soda. Vegetables are good for sugar and sugar is not that fat. good.

3. This Miguel, he is ten years old. He prefers to eat a hamburger and a soda. nation because of the big your health but sodas have amounts of sugar, salt and

#### 2. VOCABULARY

Sugar Soda b. Fat C. Candy

#### 3. SPEAKING In this activity, allow the children to work in groups of three. You can monitor each group while doing and answering the questions.

Ask the following questions to three of your classmates. Copy their answers in the table.

1. LISTENING

Instruction: Listen carefully and classify the expressions you hear into Words that create a positive environment and words that create a negative environment:

FIFTH GRADE

TIME: 30 minutes

EXPRESSIONS	CREATE A POSITIVE ENVIRONMENT	CREATE A NEGATIVE ENVIRONMENT
1		
2		
3		
4		 
5		

#### 2. VOCABULARY

Put the words in order to write the expressions:

QUIZ MODULE 1: : I WATCH MY LANGUAGE

It cut out!	Cool not!	It Stop!	Not was funny that

#### 3. SPEAKING

Put the following conversation in order. Practice with a partner.

Yeah, but everybody calls you like that!
It's ok. Don't worry!
Good. Hey Johnny, my name is
Ok. I'm sorry if I offended you.
But, I don't like it. It is not funny, please Stop it!
Hi Dumby! How are you?

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# FIFTH GRADE (Teacher's instruction)

#### QUIZ MODULE 1: I watch my language

TIME: 30 minutes

This quiz assesses the identification of vocabulary and expressions in English related to making good use of the language. In addition, it is assessed if children can ask and answer questions about the impact of the language they use for a good living together and to understand short and simple oral texts on the subject of the module.

#### 1. LISTENING

Read the following expressions and ask the children to indicate with an X below the correct column if the expression generates a positive or negative environment:

- 1. Thank you Carlos.
- 2. That's not funny Luis, please.
- 3. Can you help me?... please
- 4. Stop calling me that!
- 5. Don't worry! It's ok.

#### 2. VOCABULARY

It cut out!	Cool not!	It Stop!	Not was funny that
Cut it out	Not cool	Stop it!	That was not funny

#### 3. SPEAKING

In this activity, allow children to work with a partners. Children should initially put the conversation in order and practice it and then present it to the class. You can monitor each team as they ask and answer questions.

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#### 4. SAMPLE RUBRICS

This section presents some examples of assessment instruments that can be used to assess students' learning in oral and written production tasks, which do not involve objective tests, such as quizzes or exams. The suggested documents are addressed to tasks, such as: oral presentations, conversations or role plays, multimodal texts, written texts and projects.

#### **ORAL PRESENTATION**

The descriptor presented here are very general and can be used to assess any type of task that involves a monologue or oral presentations. The teacher may adapt this instrument to the specific topic, and/or the needs or characteristics of their teaching context.

ASSESSMENT DESCRIPTOR	Needs improvement*	Satisfactory	Good	Outstanding  ***
The content of the presentation complies with the assigned task				
The presentation contains an appropriate sequence: introduction, development, conclusion.				
The student shows appropriate knowled- ge of the topic.				
The student makes appropriate use of studied grammar structures, applicable to this task.				
The student makes appropriate use of the vocabulary studied, related to the task.				
The student has intelligible pronunciation.				
The student shows appropriate use of nonverbal elements, such as body posture, tone of voice, etc.				
Other aspects to assess**				

^{*} The assessment criteria can be adapted to every school's assessment system. Por example: Outstanding= superior; good = high; satisfactory = basic; needs improvement = low The teacher may also use numbers (1-5; 1-10), depending on their school assessment system.



** Space for the teacher to add some descriptors that he/she considers pertinent. It is also possible for the teacher to ignore some of the suggested descriptors or change them according to the task and/or students' characteristics.

#### CONVERSATION / INTERACTION

The descriptors presented here are very general and can be used with any type of task that involves oral exchange or interaction in English. The teacher may adapt this instrument to the specific topic, and/or to the needs and characteristics of their teaching context.

ASSESSMENT DESCRIPTOR	Needs improvement*	Satisfactory	Good	Outstanding  ***
The content of the interaction complies with the assigned task.				
The student shows understanding of the roles assigned for the interaction.				
The student shows appropriate listening attitude towards his/her classmate during the development of the task.				
The student understand the turn-taking dynamic during the interaction.				
The student makes appropriate use of the grammar structure studied, applicable to this task.				
The student makes appropriate use of the vocabulary studied, related to the task.				
The student has intelligible pronuncia- tion.				
Other aspects to assess**				

^{*} The assessment criteria can be adapted to every school's assessment system. Por example: Outstanding= superior; good = high; satisfactory = basic; needs improvement = low The teacher may also use numbers (1-5; 1-10), depending on their school assessment system.

^{**} Space for the teacher to add some descriptors that he/she considers pertinent. It is also possible for the teacher to ignore some of the suggested descriptors or change them according to the task and/or students' characteristics.



# MULTIMODAL TEXTS (INCLUDING TEXT AND IMAGES) POSTERS, FLYERS, BOOKLETS, ETC.

The descriptors presented here are very general and can be used with any type of task that involves the production of written texts that combine text and images. The teacher may adapt this instrument to the specific topic, and/or to the needs or characteristics of their teaching context.

ASSESSMENT DESCRIPTOR	Needs improvement*	Satisfactory	Good	Outstanding
				**
The content of the text complies with the assigned task.				
The text design is appropriate for the task.				
The selected images appropriately represent the written text and support its comprehension.				
The written text shows appropriate use of the grammar structures studied, applicable to the task.				
The written text shows appropriate use of the vocabulary studied, related to the task.				
The written text shows appropriate spe- lling.				
Other aspects to assess**				



MINEDUCACIÓN



^{*} The assessment criteria can be adapted to every school's assessment system. Por example: Outstanding= superior; good = high; satisfactory = basic; needs improvement = low The teacher may also use numbers (1-5; 1-10), depending on their school assessment system.

^{**} Space for the teacher to add some descriptors that he/she considers pertinent. It is also possible for the teacher to ignore some of the suggested descriptors or change them according to the task and/or students' characteristics.

#### WRITTEN TEXT (4-5 GRADE)

The descriptors presented here are very general and can be used with any type of task that involves the production of written texts which, in these levels, are mainly of two types:

- Descriptive: Describing in a simple way the appearance, and physical characteristics or qualities of a person, animal, object, landscape or scene, or feeling.
- Narrative: Describing in a simple way events or anecdotes, usually in the past.

The teacher may adapt this instrument to the specific topic, and/or to the needs or characteristics of their teaching context.

ASSESSMENT DESCRIPTOR	Needs improvement*	Satisfactory	Good	Outstanding  ***
The content of the text complies with the assigned task.				
The text shows coherence and complete- ness, based on the assigned task.				
The ideas expressed, although short and simple, are clear and coherent with the text content.				
The text shows appropriate use of grammar structure studied, applicable to the task (for descriptive texts, present simple and continuous are usually used; for narrative text, the past simple may be included)				
The text shows appropriate use of the vocabulary studied, related to the task.				
The written text shows appropriate spelling.				
Other aspects to assess**				

^{*} The assessment criteria can be adapted to every school's assessment system. Por example: Outstanding= superior; good = high; satisfactory = basic; needs improvement = low The teacher may also use numbers (1-5; 1-10), depending on their school assessment system.

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#### **PROJECTS**

The descriptors presented here are very general and can be used to assess the process and product of the suggested projects for fourth and fifth grade. These projects are done in groups, therefore, the assessment is also suggested in groups. The teacher may adapt this instrument to the specific topic, and/or to the needs or characteristics of their teaching context.

,	,		
Needs improvement*	Satisfactory	Good	Outstanding
			**
ROCESS			
PRODUCT			
	PRODUCT	PROCESS	PROCESS

^{**} Space for the teacher to add some descriptors that he/she considers pertinent. It is also possible for the teacher to ignore some of the suggested descriptors or change them according to the task and/or students' characteristics.

ASSESSMENT OF THE FINAL	PRODUCT		
Students make use of appropriate gram- mar structure studied, when presenting their product.		 	
Student make appropriate use of the vocabulary studied when presenting the product.		 	
The school community is involved in the presentation of the product.		 	
Other aspects to assess**		 	

#### 5. SUGGESTED RESOURCES

This part of the document provides a list of resources, representing an inventory or directory that may be accessed as support or bibliographical aid to enrich and strengthen teachers' skills for teaching English to students. The list is structured in small sections to ease searching and presented in the following order: Materials designed by the MEN; Resources for grammar and vocabulary; Methods for language teaching; Resources for lesson planning; Games and other virtual resources in general.

#### MATERIALS DESIGNED BY THE MEN

AUTHORS	TITLES	DESCRIPTION
National Ministry of Education 2013	My Abc English kit	The material is a set of additional resources to support the English teaching process in fourth and fifth. In that sense, resources are focused on helping teachers to better understand the complexity of learning a foreign language and how to facilitate the process of teaching students. The backpack includes a methodological guide, flashcards, songs, interactive games, stories, worksheets, posters, banners 16, 1 CD ROM, 1 CD audio.
National Ministry of Education 2012	Aprendamos inglés con las aventuras de Bunny Bonita	Bunny Bonita program offers teachers from first to fifth grade, effective practical tools to teach English to students having in mind their particular contexts. The material is aimed at developing the vocabulary and language functions that are of immediate use by the student and teacher in the classroom. The program includes a teacher's guide, photocopiable material, a DVD with 15 video clips, 15 posters and 68 thematic flashcards.
National Ministry of Education 2011	ECO - English For Colombia	This program consists of 90 English lessons, 11 thematic posters, student's book, teacher's guide and workbook. The material focuses on the development of communicative skills to reach the A1 level proposed by the National standards and according to the Common European Framework (CEF) learning strategies and vocabulary acquisition to enable students in first through third grade, the achievement of some degree of autonomy in their learning process.





^{*} The assessment criteria can be adapted to every school's assessment system. Por example: Outstanding= superior; good = high; satisfactory = basic; needs improvement = low The teacher may also use numbers (1-5; 1-10), depending on their school assessment system.

^{**} Space for the teacher to add some descriptors that he/she considers pertinent. It is also possible for the teacher to ignore some of the suggested descriptors or change them according to the task and/or students' characteristics.

### MATERIALS DESIGNED FOR THE DEVELOPMENT OF COMMUNICATION SKILLS

AUTHORS	TITLES	DESCRIPTION			
Barnes, A., Hines, J., & Weldon, J. (1999)	Have fun with vocabulary: Qui- zzes for English class	Covers 15 useful daily topics, such as food and beverages, shopping, transportation, communication, employment and health.			
Hadfield, J., & Hadfiled, C. (2000)	Simple reading activities	This book contains 30 activities in the primary level. All activities are simple and adaptable and especially adequate for the classroom that has few resources.			
Serravallo, J. (2015).	The reading strategies book: Your everything guide to developing skilled readers	The book gathers 300 strategies to share with readers. Each strategy focuses on different reading levels.			
Richards, J. (2003)	Basic tactics for listening	The book develops basic listening skills through 24 thematic units easy to use and adaptable to this curriculum proposal.			

#### MATERIALS DESIGNED FOR GRAMMAR AND VOCABULARY

AUTHORS	TITLES	DESCRIPTION			
Watcyn-Jones (2001)	Vocabulary 1 & 2 : games and activities New edition	It covers 60 useful everyday topics, such as parts of the house, food and beverage, shopping, clothing, professions, transportation, media, employment and health. The material is presented by sections according to the levels: beginner, intermediate and advanced.			
Hadfill, J. (2001)	Elementary Grammar games	The book presents a varied collection of activities and games. There are a total of 40 issues addressed in a practical way to ensure learning of the grammatical structures proposed.			

AUTHORS	TITLES	DESCRIPTION			
Mckey, P. & Guse, J. (2007)	Five minutes activities for Young learners	The book presents a series of activities gathered around six major themes that facilitate the understanding and interaction of students through the foreign language.			
Robinson, A. (2006)	Fun for starters	Covers 45 useful everyday topics, such as parts of the home, school, games, everyday activities, food, etc. The material is presented by lessons.			
Robinson, A. (2006)	Fun for movers	Covers 45 useful everyday topics, such as parts of the home, school, games, everyday activities, food, etc. The material is presented by lessons.			

#### MATERIALS DESIGNED FOR LESSON PLANNING AND METHODOLOGY

These resources guide teachers in making the foreign language learning process more effective.

AUTHORS	TITLES	DESCRIPTION			
Scott, W. & Ytreberg, L.	Teaching Engli- sh to children	The authors address practical advice on techniques and approaches to the classroom. The book proposes ideas for the development of communicative skills and illustrates how they can be adapted and integrated around a thematic content.			
Dubin, F., & Olshta, E. (1986)	Course Design: Developing Programs and Materials for Language Lear- ning	Examples of different types of materials and the process of creating them are discussed. It ends with a study of the practical aspects involved in the organization and implementation of projects. Intended for teachers (and teachers in training) who may be involved in planning and materials design.			
Cant, A., & Superfine, W. (1997)	Developingo Resources for Primary	A very practical series of methodological guides written by teachers for teachers. It contains practical and real classroom, photocopiable activities, development tasks for the teacher and brief explanations and suggestions.			



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AUTHORS	TITLES	DESCRIPTION			
Nunan, D. (1988)	Syllabus Design	Demonstrates principles involved in the design of an effective program. It examines important concepts such as needs analysis, setting goals, and specifying the contents, and serves as an excellen introduction for teachers who want to gain a better understanding of the design of the curriculum in order to evaluate, modify and adapt curricula they work in.			
Johnson, R. (1989)	The Second Language Cu- rriculum	The stages that the book deals with are: curriculum planning, ends and means of the program, program design, and implementation in the classroom. Evaluation is also critical issue in each stage.			

#### **GAMES**

GAME	DESCRIPTION	
Simon Says	Game play in which one of the participants is "Simon" and from there it will run the game. If Simon says "Simon says jump!" Players must jump or are eliminated. If Simon says "Jump!" no one should jump or he/she will be eliminated." The purpose of the game to Simon is to eliminate their peers. The last deleted will be the new Simon. Through this game vocabulary related to the body, actions, and objects in the classroom, among others can be reviewed. http://www.wikihow.com/Play-Simon-Says www.youtube.com/watch?v=SYbKy1MbBQg	
Bingo	Bingo or Lottery is a game of chance that consists in getting the right numbers on a purchased ticket with those taken from a raffle box or device that ensures they are chosen at random. This game allows the participation of multiple players in the same game. It is used to practice and strengthen vocabulary since the numbers may be replaced by images of concepts studied in class. http://www.dltk-cards.com/bingo/instructions.htm http://www.howcast.com/videos/316262-how-to-play-bingo/	

GAMES		
GAME	DESCRIPTION	
Charades for dummies	Word guessing game in which the students will try to use clues given by others through mime, dancing, singing, yelling or acting.	
Hangman	Vocabulary game in which the students will have to guess a secret word belonging to any category assigned by the teacher. Guessing is done by trying to complete the mystery word guessing one letter each turn. If the letter is not part of the word, the teacher will draw part of the hangman. The student will need to guess before the teacher draws the complete man hanging from the noose.	
Scrabble  Players choose 7 at random from a set of 12 dice (having values as regular Scrabble, as well as a blank space), the dice and placing a word on the special 9x9 board within the first player to score 200 points or more wins.		
Taboo	The game consists in a member of a team having his partner guess a word before he runs out of time. To do this, the team member will give clues. However, it is forbidden to say the so called taboo words. Taboo words are words related to the word that the classmate must guess.	

## VIRTUAL RESOURCES

LINKS	DESCRIPTION	
http://www.discoveryeducation. com//teachers/	This website offers a variety of resources that complement the activities carried out in class.	
http://www.classtools.net/	Website that offers a wide range of activities and online games that can be used during class or as homework outside the classroom.	

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LINKS	DESCRIPTION	
www.theteacherscorner.net/	On this website, teachers find collaborative projects, teaching sequences and many resources to strengthen the processes proposed in this curriculum proposal	
http://kids.niehs.nih.gov/	A very helpful website to acquire lyrics in English. The songs facilitate learning new vocabulary, phrases, and good pronunciation.	
http://www.preschoolrainbow.org/	Website with songs and rhymes grouped by themes that are very familiar to students: animals, counting and numbers, self and family, special occasions, etc. It also facilitates working with the traditions and festivals worldwide.	
http://learnenglishkids. british- council.org	A complete guide of activities and resources on different topics that can be developed during lessons.	
http://www.colorincolorado.org/es/para-educadores-ense%C3%B1an-za-estudiantes-biling%C3%BCes	A comprehensive guide with tips, strategies and activities to develop English class for students.	
http://www.colombiaaprende. edu. co/html/productos/1685/ property- value-39245.html	This page from the Ministry of Education – Colombia Learn English. It contains a variety of specialized resources for different levels of learning.	
http://www.esl-lab.com/	This page is for listening activities. There are exercises for all levels and includes comprehension exercises.	
http://www.elllo.org/	This page focuses on listening skills. It brings conversations with different language levels, vocabulary and comprehension exercises. There are also some activities with songs.	
http://busyteacher.org/	This page is designed for teachers and it offers photocopiable sheets with exercises in different skills and topics. In order to access the teacher must become a member which is free. It also includes ideas for teachers and articles for continuous teacher professional development. Activities are not meant for students but it is an excellent site for ideas.	

LINKS	DESCRIPTION	
http://www.uptoten.com/kids/ kidsgames-home.html	The website offers a variety of activities and games for the development of communication skills in an interactive and fun way.	
http://www.ziggityzoom.com/ games	The page offers educators a wide range of interactive educational games such as; mazes, puzzles, among others. Within the content is the alphabet, numbers, colors and shapes for students transition.	
http://www.jumpstart.com/ parents/worksheets/grade-ba- sed-worksheets/preschool-wor- ksheets	Website dedicated to the collection of photocopiable high quality material for students and educational content.	
http://www.clicatic.org/recursos/ educacion-primaria/primaria_in- gles	The site offers a wide variety of applications targeted at primary school students learning English.	
sites.google.com/site/fantasti- cprimary/	Collaborative virtual space with activities and resources for students to expand their work in the classroom and continue their education at home. The resources address primary depending on the required level and the proposed topics.	
hipertextual.com/archi- vo/2013/09/plataformas-de-apren- dizaje-para-ninos/	Compilation of some learning platforms for students who do not concentrate on the more traditional teaching or the most common subjects, but go a step further, for example, teach how to program to fourth graders or how to make a decent blog.	
http://learnenglishkids. britishcouncil.org/en/ short-stories?utm_source=- facebook&utm_medium=so- cial&utm_campaign=+bc-teachin- genglish	Selection of small stories that can be heard and read online. Each story is accompanied by material that can be printed for the class.	







#### MATERIAL AND RESOURCES FOR TEACHER PROFESSIONAL DEVELOPMENT

The following resources will help teachers strengthen their skills in the use of the foreign language.

LINKS	DESCRIPTION	
www.open2study.com/courses http://www.openculture.com/freeonlinecourses www.coursera.org/ http://online.stanford.edu/courses	These links connect to free online courses.	
http://www.esl-lab.com/ http://es.lyricstraining.com/ http://www.eslgold.com/listening/levels/low_begin.html http://learnenglishteens.britishcouncil.org/skills/liste- ning-skills-practice	These links will allow teachers to practice their listening skills in English.	
http://www.agendaweb.org/reading/easy-reading.html http://www.grammarbank.com/reading-comprehension-test. html http://www.esl-lounge.com/level1a-reading.php	These web pages will allow teachers to practice their reading skills in English.	
http://www.merriam-webster.com/ http://www.wordreference.com/	These links will allow teachers to listen to the pronunciation of words in English, as well as to read their meaning.	
http://www.eslgold.com/grammar/low_beginning.html http://www.eslgold.com/grammar/high_beginning.html http://www.grammarbank.com/beginners-esl-lessons.html http://www.talkenglish.com/grammar/grammar.aspx http://www.english-4u.de/grammar_exercises.htm http://a4esl.org/a/g.html www.teachingenglish.org.uk/article/vocabulary-activities http://www.manythings.org/e/easy.html http://www.cambridgeenglish.org/images/vocabulary-games-and-activities.pdf http://www.esltower.com/vocabularyteachers.html http://a4esl.org/a/v.html http://a4esl.org/a/v.html	On these links, teacher can do grammar and vocabulary exercises.	



Borjas, M. (2013). Ludoevaluación en la Educación Infantil: más que un requisito, un asunto serio. Barranquilla: Editorial Uninorte.

Bronfenbrenner, U. (1979). The ecology of human development. Boston, MA: Harvard University Press.

Bygate, M., Skehan, P.& Swain, M. (Eds.) (2001). Researching pedagogic tasks: second language learning, teaching and testing. London y New York: Longman.



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