

#LivingUruguay 2

LESSON PLANS

UNIT 1

SPORTS AND LEISURE ACTIVITIES

AT THE END OF THIS UNIT, SS WILL BE ABLE TO:

- learn about national and popular athletes.
- their likes, and routines.
- research on topics of interest related to your healthy lives and routines.
- recognize your own abilities through a growth mindset perspective.
- develop online etiquette by using web pages responsibly.
- learn English by means of ludic techniques.
- use reflection as part of the metacognitive strategies of the course.
- show development of cultural understanding by sharing accounts on less traditional sports and activities.
- account present and past experiences.
- share some news with others. develop a more balanced integration of the skills.
- work on multi-disciplinary projects which promote the development of oracy skills.
- promote scientific learning through different ways of conducting research.

Theme : SPORTS

Topic: 2. Sports and leisure activities

Aims:

- To activate students' schemata in terms of sports.
- To teach some vocabulary related to sports.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T asks the students to form 3 or 4 groups. T delivers a puzzle to solve to each group. T asks students what the puzzles are about and elicits the word sports. T asks students If they know other sports.	Students get in groups and work with them. Students solve the puzzle. Students discover that the puzzles are about sports. Students mention other sports they know.	T makes sure the students are working in groups. T monitors. T elicits. T monitors and facilitates.

Transition: I can see that you know (a lot/ a little) about sports, and probably some of you like them. I found an article about sports. Maybe you can learn more about sports.

10 (minutes)	T says: Let's learn more about sports. The other day I was reading a magazine and I found an interesting text about sports. I want to share this text with you. T hands out the text to the students and asks them to read it quickly and underline any sport they find.	Students read the text and underline the sports they find.	Teacher assesses that the students have found all the sports in the text.
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Transition: Great! As you read, not all the sports use the same gear or are played in the same place. Let's discover more about them.

(10 mins)	Teacher gives students some bubble thinking maps to complete with ideas from the text.	Students read the text again and complete the thinking maps with information from the text.	T checks that students complete the thinking maps and checks the answers.
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Transition: As you could see, sports are part of people's lives. Sometimes it's difficult to know whether to use do, play and go to talk about them. See the SOS box and read it.

(5 mins)	What's your favorite sport? Which one do you practice? Which one would you like to practice?	Students take turns and share their ideas.	T encourages students to participate and monitors the activity.
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Follow up: T encourages Ss to share with others ideas about their favorite sports.

Theme : Sports and leisure activities.

Topic: 3.Traveling around Uruguay.

Aims:

- to foster Ss' speaking skills by asking them to name different activities.
- to motivate Ss by working with different visual aids.
- to develop Ss' reading skills by working with different activities related to a text.
- to lower Ss' affective filters by letting them work in pairs.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T starts the class showing a map of Uruguay. T elicits from Ss activities that people can do around the country as a leisure activity.	Ss pay attention to the map and mention activities that can be done around the country.	T encourages Ss to participate.
Transition: Nico, Emma and Lua love traveling. Let's find out where they are.			
10 (minutes)	T asks Ss to look at the picture of the characters. T asks Ss to read the text and write the names of the characters next to the correct paragraph.	Ss look at the picture of the characters. Ss read the text and complete the first activity.	T acts as a facilitator in case Ss need help with the vocabulary.
Transition: When we have the chance of traveling there are many things we can learn about different places.			
(10 mins)	T provides Ss with another reading comprehension activity.	Ss complete the reading comprehension activity.	T acts as a facilitator in case Ss need help with the vocabulary.
Transition: We can create a similar activity to invite others to visit our place. Let's get in pairs!			
(5 mins)	T asks Ss to get in pairs and organize information about the place where they live.		T monitors the grouping.
Follow up: Give an account of the place you want to share. Record a video, create an Instagram Story or a Facebook post, or make a TikTok video about the city and what you want to say about it.			

Theme : Sports and leisure activities.

Topic: 10. At home with Diego Forlán.

Aims:

- To work with intrinsic motivation (curiosity and interest) by sharing some information related to a famous former soccer player by means of a video of Diego Forlán.
- To provide Ss with an opportunity to talk about their preferences related to free time activities within a meaningful context.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T sticks a poster of a mysterious sportsperson on the board. The poster has 10 papers covering the person.</p> <p>T asks Ss to take turns to ask questions to guess who the mysterious person is. When Ss answer correctly, T uncovers one piece of the poster to guess who the mysterious person is.</p> <p>If Ss don't guess, T reveals who the mysterious person is (Diego Forlán)</p> <p>Variation: a possible variation is to have the picture cut into 10 pieces and each time Ss answer correctly, the T provides them with one piece of the jigsaw.</p>	<p>Ss create questions to guess who the mysterious person is.</p> <p>Each time they answer correctly and the T gives them or uncovers one part of the picture, they try to guess who the person is.</p> <p>In the end, Ss guess that Diego Forlán is the mysterious person.</p>	<p>T monitors Ss' oral performance (just paying attention to those mistakes that could interfere with communication)</p> <p>T elicits and leads those questions that may get Ss to the right answer.</p>

Transition: What else do you know about Diego Forlán? (Control Ss' participation at this time since they will share information they have in a written form in the next activity.)

10 (minutes)	<p>MARKER-TALK</p> <p>T sticks the picture of Diego Forlán, or writes his name. on the board.</p> <p>T tells Ss to take a marker and write things they know about Diego Forlán for 5 minutes.</p> <p>Their classmates can answer to what their classmates wrote, they can add new information or just draw something in response to what is written on the board.</p> <p>After 5 min T says stop and Ss to back to their seats.</p> <p>T goes back to the information Ss wrote on the board and asks questions.</p> <p>Example: What does Diego do in his free time?</p>	<p>Ss take turns and write information and questions, make drawings that may represent what they know about this famous character they are talking about.</p>	<p>T facilitates and monitors the activity. T may help Ss who demand any help.</p> <p>T controls that Ss do the activity for 5 minutes.</p>
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	What does he eat in his free time?	Ss look on the Net for extra information about this famous character, focusing on discovering the type of food he prefers.	T does some probing using the information on the board.
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Transition: Diego Forlán sent a special video for you! Watch it and answer the questions I just asked you. (What does Diego do in his free time? What does he eat in his free time?)

Listening to Diego Forlán (10 mins)	<p>T asks Ss to watch the video and pay attention to what Diego says.</p> <p>T seeks understanding by asking Ss the two questions below.</p> <p>T asks Ss to write answers on their notebooks.</p> <p>T checks the number of Ss that answer the questions.</p> <p>If Ss don't get the answer or if the T wants to correct the activity in this way, he / she shares three options per question.</p> <p>T could lead it orally.</p> <p>Questions:</p> <p>What does Diego do in his free time?</p> <p>What does he eat in his free time?</p>	<p>Ss watch the video and answer the questions.</p> <p>(Ss focus their attention on what Diego includes in his talk)</p> <p>Ss write the answers on their notebooks.</p> <p>Ss choose among the options the T provides them with.</p> <p>Expected answers:</p> <p><i>He cooks with his kiddos.</i></p> <p><i>He eats toast, spinach quiche and fainá.</i></p>	<p>T plays the video for them to pay attention to what Diego says.</p> <p>T gives the students the option to answer the questions as multiple choice ones.</p>
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Transition: Even though we may imagine Diego's life is really different from ours, he does activities we usually do ourselves. We will watch the video again and choose the correct option.

(5 mins)	<p>T tells Ss they are going to watch the first part of the video again.</p> <p>T gives Ss a worksheet containing a multiple-choice activity.</p> <p>T explains the activity and reads both questions and options.</p>	<p>Ss watch the audiovisual material one more time.</p> <p>Students work on a multiple-choice activity.</p>	<p>Teacher gives students time to do peer assessment.</p> <p>Then, the teacher corrects the activity orally.</p>
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Follow up: T could plan a follow up in which students talk about what they do when they are at home. The video and their activities from this class could help the learners to have vocabulary and structures to express their ideas. The teacher could include oral activities and a possible suggestion could be to include a poster presentation, a video presentation, an Instagram story presentation or a Tik Tok video about their lives at home.

Theme : Sports and leisure activities.

Topic: 11. What Diego and I have in common.

Aims:

- To promote a meaningful and trustful context for Ss to talk about what they like doing to have fun.
- To foster Ss' oral performance by asking them to give their opinion about some unusual activities their classmates and their friends may perform.
- To provide Ss with the opportunity to talk about some special abilities they may have.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T plays the first part of the video , only the audio, and encourages Ss to guess or discover who the video is about. (1 second: Hello, guys!)	Ss guess who the voice belongs to.	T monitors Ss' participation.
Transition: Some time ago Diego recorded a video for you. In the video he described part of his routine. Look at some other activities he likes doing in his free time and describe them.			
10 (minutes)	T sticks pictures of Diego Forlán on the board. The pics show activities he does in his free time to have fun. T asks Ss to describe the pictures orally. T gives Ss useful expressions to give their opinion. (SOS box)	Ss describe what they see on the pics, with complete sentences or with isolated words.	T monitors Ss' oral participation trying to foster the participation of as many Ss as possible.
Transition: Let's watch part of the video. What activity do you think he will mention?			
(10 mins)	T plays the video and asks Ss to check whether their predictions were right or wrong. T draws a thinking map on the board. T asks Ss to complete the first bubble of the double bubble map with the activity Diego mentioned in the video and the activities from the photos.	Ss watch the video to see if their predictions were right or wrong- Ss complete the Thinking map with the activity mentioned in the video and the activities from the photos.	T monitors Ss' oracy trying to elicit from Ss more elaborated sentences than in the previous activity. T monitors individually what Ss are writing on their double bubble maps.

Transition: We know Diego enjoys spending time with his family. What do you do to have fun?

(5 mins)	T asks Ss to complete their own part of the double-bubble map. T asks Ss to imitate an Instagram post and paste pictures and describe them. (SOS box)	Ss complete the map with information about themselves. Ss paste pictures or make drawings and write sentences they do to have fun.	T monitors individually what Ss are writing on their double bubble maps. T monitors whether Ss need help while they are writing.
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Follow up: Ss will present through pictures or drawings the activities they do to have fun.

#LivingUruguay 2

LESSON PLANS

UNIT 3

CHOICES IN LIFE

AT THE END OF THIS UNIT, SS WILL BE ABLE TO:

- learn about different lifestyles and ways of living.
- know more about your rights and the rights of others.
- be aware of choices you have in life.
- give your opinion about some interesting topics.
- read about adolescents like you and share your interests and ideas.
- learn about immigration in Uruguay.

Theme : My choices in life

Topic: 1. Being equal.

Aims:

- To foster critical thinking by working with quotes about Equality.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T presents a pair of parachutes on the board.	Ss play a game called Parachute to discover the topic of the lesson.	T monitors if Ss are actually having fun and clipping on the lesson.

Transition: T elicits from Ss their first impressions about the phrase.

(E.g. In what situation do you think people are not treated equally?)

10 (minutes)	<p>T delivers strips of paper with quotes divided in three different pieces.</p> <p>T asks Ss to form phrases.</p> <p>T asks Ss how people feel according to the phrases.</p>	<p>Ss receive strips of paper and have to work in trios to form phrases.</p> <p>Ss imagine how people feel according to the phrases.</p>	<p>T holds Ss' attention and makes sure Ss are following the development of the lesson.</p> <p>T monitors grouping.</p>
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Transition: Ss imagine how people feel according to the phrases.

(10 mins)	<p>T asks ss to paste the phrase on a web browser and find who the author of the phrase is.</p> <p>T asks ss to find info about the author of the phrase.</p> <p>Find: Name: Where he/she is from. Anything about his/her story (write some events).</p>	<p>Ss paste the phrase on a web browser and find who the author of the phrase is.</p> <p>Ss find information about the author.</p> <p>Ss write some events about the authors.</p>	<p>T checks instructions asking one of the Ss to rephrase the instructions in L1.</p> <p>T monitors Ss' search.</p> <p>T helps Ss to discriminate between relevant information for the</p>
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			activity and extra information.
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Transition: Nico, Emma and Lua wanted to express how they feel.

They designed a T-shirt with a phrase. Have a look at the T-shirts and read the phrases.

Which one do you like the most?



(5 mins)

T:"Now, it's your turn to express your ideas. Design a T-shirt and include a phrase you want. Freddie wants to share his with you. (see the project below to do a follow up)

Ss design a T-shirt and include a phrase they want.

T monitors Ss' outcomes.

Besides she/he fosters a friendly environment in which Ss may feel free to express their feelings toward the content of the lesson.

Follow up:

***Project -**



Theme : My choices in life

Topic: 2. My choices and emotions.

Aims:

- To develop Ss' critical thinking by dealing with problem-solving activities.
- To foster Ss' reading skill.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class sharing a collage with Nico's photographs.</p>  <p>T elicits Nico's favourite activity. Expected answer: traveling.</p> <p>"Look at the pics and say where he has been to."</p>	<p>Ss look at a collage with Nico's photographs.</p> <p>Ss predict Nico's favourite activity.</p> <p>Ss mention the different places he has been to.</p>	<p>T checks understanding of who the character is.</p> <p>T provides Ss with some options, in case it is necessary, to foster Ss' oral work</p>

Transition: Do you know any of the places he has been to?

10 (minutes)	<p>Nico wants to travel to a city in the summer but he has a small problem. Read what happens to him.</p> <p>T asks Ss how he can solve the problem. T accepts all their answers in a marker-talk activity.</p> <p>Listen to Nico and guess what he is doing to raise money. T plays an audio between Nico and his dad/mom talking about his initiative.</p> <p>Listen again and answer some questions.</p> <ol style="list-style-type: none"> 1- Where does Nico want to go? 2- How will he get the money? 3- Does his father agree with Nico's idea? 4- Where will Nico work? 	<p>Ss read about Nico's problem.</p> <p>Ss think of possible solutions to help Nico.</p> <p>Ss listen to a dialogue between Nico and his dad/mom and guess what he is doing in order to raise money.</p>	<p>T checks all of Ss have understood the situation they will be working with.</p> <p>T monitors Ss' participation.</p> <p>T elicits that Nico will babysit his neighbor's baby to raise money.</p>
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	<p>5- Why do you think Nico's father thinks like that? (choose one option)</p> <p>a- Because the job is too heavy for an adolescent.</p> <p>b- Because he will not get enough money.</p> <p>c- Because of social stereotypes.</p>	<p>Ss listen one more time and answer some questions.</p>	<p>T checks that Ss answer the questions correctly.</p>
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Transition: Nico will be babysitting for about six months. He is paid \$ 1000 per week. Look at the holiday packs for adolescents and say where he could go and what activities he could do.

(10 mins)	<p>T tells Ss that Nico is reading about options to travel in summer.</p> <p>T asks Ss to read the three texts and makes an estimate of how much he needs to stay for a week in each of them.</p> <p>T asks Ss to estimate the amount of money Nico will save by January if he works non-stop.</p>	<p>Ss look at the different travelling options Nico is looking at.</p> <p>Ss read the three texts and make an estimate of how much Nico needs to stay for a week.</p> <p>Ss estimate how much money Nico will count with.</p>	<p>T checks instructions.</p> <p>T fosters Ss' scanning of the text.</p> <p>T provides Ss with help in case it is necessary.</p>
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Transition: Where do you think he will go and what activities will he do? Get in pairs, decide that.

(5 mins)	<p>Pairs share their conclusions to the rest of the class provided that time allows.</p>	<p>Ss share where he could go and what activities he could do with the amount of money saved.</p>	<p>T makes sure that as many Ss as possible participate in the activity.</p>
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Follow up: T asks ss to choose and describe a place they would like to visit.

Theme : My choices in life

Topic: 3. The power of image.

Aims:

- To provide Ss with an opportunity to express their opinion about common social beliefs and prejudices.
- To work with unusual adjectives related to personality.
- To foster Ss' critical thinking.
- To reinforce Ss' listening skills.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows students different pictures of people. These people should be famous people in ordinary situations or even before being famous, you should also include ordinary people. One of the people has to be Susan Boyle.</p> <p>T asks ss to guess their age and profession. Ss can also predict what the people do daily.</p>  	<p>Ss look at the pictures and answer according to what they see.</p> <p>Ss guess Susan's age and profession. Ss predict what the people do daily.</p>	<p>T monitors Ss' answers and all the answers are accepted as correct.</p> <p>T leads Ss to pay special attention to details such as the environment the character is in.</p>
<p>Transition: Look at this picture. What did you say about her? What's her profession? How old is she? Her name is Susan Boyle. Let's see some information about her. T can play the video from 0:20 to 1.13. https://www.youtube.com/watch?v=yE1Lxw5ZyXk</p> <p>Is she from a big city? How old is she? How does the audience react to her? What's her dream?</p>			

10 (minutes)	<p>T tells students that the audience reacted against her. Watch the video and see if there is any change in their attitude.</p> <p>In pairs, T asks students to discuss: What do you think about her performance? Do you think she will accomplish her goal?</p> <p>Watch the feedback from the judges and circle the words or phrases you hear that refer to this reaction: (teacher checks pronunciation in advance so students become aware of the sounds)</p> <p>cynical stunning beautiful against you wake-up-call</p>	<p>Ss watch the video and see if there is any change in Susan's attitude.</p> <p>Ss discuss in pairs. Ss say what they think about her performance. Ss say whether they think she will accomplish her goal or not.</p> <p>Ss watch the feedback from the judges and circle the words or phrases they hear that refer to this reaction.</p>	<p>T checks instructions even using L1 to do it. T monitors.</p> <p>T facilitates and encourages ss to answer even if they use their L1.</p> <p>T checks that students circle the words except for "beautiful".</p>
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Transition: Susan Boyle was judged by her image. Do you think image is enough? Do you judge by the other's image? Have you ever been judged by your image?

(10 mins)	<p>T asks ss to get in pairs or small groups of 3. Ss are given or choose one piece of paper containing one phrase.</p>	<p>Ss say what they, and people in general think about different kinds of people.</p> <p>Ss tell what they, and people in general, think about the following:</p> <ol style="list-style-type: none"> 1. people who wear piercings. 2. people with tattoos. 3. people with dreadlocks. 4. people wearing suits. 	<p>T monitors Ss' grouping,</p> <p>T fosters Ss' participation promoting a confident environment for Ss to express their opinions.</p>
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	<p>One student in the pair reports to the class in one sentence. Any student contributes with other ideas.</p>	<ol style="list-style-type: none"> 5. men with long hair. 6. men wearing pink. 7. women playing soccer. 8. women doing "manly" activities. 9. people living on the street. 10. people wearing reading glasses. 11. people who are overweight. 12. single parents. 13. people who are not fashionable. 14. people wearing uniforms. 15. old people. 16. people wearing brackets. <p>One student in the pair reports to the class in one sentence.</p> <p>Ss contribute with other ideas.</p>	<p>T checks the group is paying attention to the Ss who is delivering her/his group report.</p>
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Transition: How can we address this issue of judging by images? Why don't we create a brochure or an ad to make the rest of the school aware of this issue.

(5 mins)	<p>Ss are asked to join with another pair and create a small brochure to make the rest of the school aware of this issue.</p>	<p>Ss join with another pair and create a small brochure to make the rest of the school aware of this issue.</p>	<p>Ss encourages Ss to be as creative as possible.</p>
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Follow up: Work with the song “Who I was born to be” by Susan Boyle.

Project:

Ss prepare a wall to share their feelings. Teenagers suffer from the pressure of prejudice in many opportunities while they go to highschool. Sometimes those feelings can be expressed and Ss are able to look for help. In other opportunities, teens can have trouble sharing their problems with adults in the school.

T prepares a wall. T tells Ss they can express on that wall any situation when they have suffered from prejudice from other people. If they have not suffered themselves, they can show things they know from other people.

On that wall, they stick papers anonymously. After a couple of days, any student can give a short answer, piece of advice or support for the other classmate. T must check if all the comments present there were done in a respectful way.

Theme : My choices in life

Topic: 4. My rights, your rights.

Aims:

- To raise awareness of the importance of the right to education.
- To expand their general knowledge by researching what happens with the right to education in other parts of the world.
- To meet Malala as an example of advocacy.
- To promote critical thinking skills by means of giving opinions (levels 4 and 5 of Blooms' taxonomy).
- To provide Ss with an opportunity to express their thoughts and feelings towards a worldwide social reality they are immersed in.

►This Lesson Plan is based on Malala Yousafzai. Look for information about her to give Ss background. We already mentioned her in Topic 1: "Being Equal".

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T presents a picture of Malala Yousafzai and Ellen Degeneres. T tasks Ss if they know who the people in the picture are. Option 1 - Recall information from Topic 1. Option 2. Read the factfile. 	Ss look at a picture of Malala Yousafzai and Ellen Degeneres and say whether they know them or not. Ss recall information from Topic 1. Ss read from a factfile.	If the T worked with lesson 1, T assesses whether ss remember the facts about Malala. If the T did not work with lesson 1, T encourages ss to read the factfile and get to know her. T monitors Ss' answers, and gives some specific clues in case Ss do not discover who the character is.
Transition: You got it! Ellen is a TV host and Malala is in her show. Malala is an advocate for right equality. Watch the video (until 1.35) and answer what right she is an advocate for. (advocate- person that defends human rights).			
	T reads and copies the beginning of the sentences on the board . T plays the video until 1.35 min.	Ss listen to the teacher and copy the beginning of the	T checks instructions and checks comprehension of

10 (minutes)	<p>T provides Ss with the options and they choose the one they think it's correct..</p> <p>T plays the video for a second time and Ss check their answers.</p>	<p>sentences on their notebooks.</p> <p>Ss watch the video.</p> <p>Ss choose the option they think is correct.</p> <p>Ss watch the video one more time and check their answers.</p>	<p>the beginning of the sentences.</p> <p>T accepts all the predictions.</p> <p>T checks that Ss write the right answer.</p>
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Transition: Why was Malala fighting for education?

(10 mins)	<p>T gives Ss questions about another extract of the video.</p> <p>T asks Ss possible answers for the questions.</p> <p>T provides Ss with the script of the video.</p> <p>T asks Ss to answer the questions.</p>	<p>Ss watch another part of the video.</p> <p>Ss give possible answers for the questions.</p> <p>Ss have access to the script of the video.</p> <p>Ss answer the questions.</p>	<p>T accepts Ss' ideas regarding the questions. Ss work with their ideas.</p> <p>T checks answers after they read the transcript from the video.</p>
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Transition: How do you see the right to education in Uruguay?

https://en.wikipedia.org/wiki/Right_to_education

(5 mins)	<p>T tasks ss to give their opinion about the right to education in Uruguay. Ss write a sentence expressing their opinions. (Include an SOS BOX).</p> <p>They can use the “opinion wall” or they can use any app to share the opinions of the students on the screen.</p> <p>Suggested apps:</p> <ul style="list-style-type: none"> - https://whiteboard.fi/ - https://padlet.com/ - https://wordwall.net/ - etc. 	<p>Ss give their opinion regarding the right to education in Uruguay.</p> <p>Ss use the opinion wall or any app to share their opinions on the screen.</p>	<p>T monitors, and in case of necessary, leads the creation of sentences.</p> <p>T encourages as many Ss' as possible to state their points of view.</p>
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Follow up: Project: The right to education in 5 countries. The teacher shares the following ranking with the students: <https://www.citypopulation.de/en/world/bymap/LiteracyRates.html>

Here, the countries are ranked according to the literacy rates. Students have to research on how the right to education is conceived in at least 5 countries. Students choose among the countries of the list. They have to include 2 countries in the top of the list, the other one is Uruguay and 2 other countries from the lower part of the list. This project should be carried out with the social science teachers (history and

geography), the Spanish teacher, the Math teacher (to understand figures and scales) and any other teacher who wants to be part of it.

Project: My family as the strength for advocacy. Teacher plays the video from minute 2.25 to minute 3.15. Malala talks about the strength she gets from each member of the family. Watch the video and complete the following chart.

	The strength she gets...
father	
mother	
siblings - brothers	

Are you an advocate of any cause? Which one? If you are not an advocate choose one cause you would like to root for. Think of how your family and friends give you the strength to fight for. Record a video sharing these ideas to the world.

<https://www.screencastify.com>

Theme : My choices in life

Topic: 5. Breaking stereotypes.

Aims:

- To analyze with Ss possible stereotypes present in society and their consequences.
- To develop Ss' reading and listening skills.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	 <p>T starts the class showing an image to the class. T elicits from the Ss the topic of the class. T tasks Ss</p> <ul style="list-style-type: none"> - What do all princesses have in common? - Which princesses do you know? 	<p>Ss look at a princess' image and predict the topic of the class.</p> <p>Ss say what all princesses have in common.</p> <p>Ss mention the princesses they know.</p>	<p>T monitors Ss' answers focusing on fluency.</p> <p>T accepts Ss' responses even if they answer in Spanish.</p>

Transition: T asks: What does being a princess imply?

10 (minutes)	<p>T presents several phrases that are related to the concept of being a princess. T shows the video of Vanellope meeting Disney Princesses. T tasks Ss to watch the video and identify which phrases appear in the video.</p> <ul style="list-style-type: none"> - magic hair - magical voice - kidnapped - has friends everywhere - made a deal with a sea witch - helps poor people - doesn't have a mother - needs help from a big strong man <p>After watching, T checks that Ss have identified the phrases from the video.</p> <p>T tasks Ss to add more phrases from the video, if they have been able to identify any more characteristics of being a princess.</p>	<p>Ss read some phrases about the concept of being a princess.</p> <p>Ss watch the video of Vanellope meeting Disney Princesses and try to identify the phrases.</p>	<p>T checks instructions.</p> <p>T helps Ss to identify which the most relevant phrases are. She/He may give Ss one phrase as an example.</p>
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Transition: These are studio royals. But do royals exist in everyday life? (teacher elicits that all of them are royals).

(10 mins)	<p>T task ss how they can be a prince or a princess in their everyday life. T makes the question orally and accepts any answer from the students.</p> <p>Then, T says "Nico and Lua are sharing their pieces of writing with you. Read them in silence". T gives ss time to read the texts.</p> <p>Now, highlight all the characteristics an everyday royal has.</p> <p>Compare a studio royal and an everyday royal. What word would you use instead of royal (princess or prince)? Hero, leader, etc?</p>	<p>Ss give their opinions about what being a prince or a princess involves in their everyday life.</p> <p>Ss read the pieces of writing Nico and Lua are sharing with them.</p> <p>Ss read in silence.</p> <p>Ss highlight all the characteristics an everyday royal has.</p> <p>Ss compare a studio royal and an everyday royal.</p> <p>Ss think of other words they would use instead of royal.</p>	<p>T takes into account all possibilities that Ss may come up with.</p> <p>T explains Ss that they should have a first glance at the text (scanning reading strategy) and then read the the text a second time looking for details to accomplish the required task (skimming reading strategy)</p>
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Transition: What characteristics do you see in yourself as a royal?

(5 mins)	<p>T tasks ss to jot down ideas in a bubble thinking map.</p> <p>T tasks ss to share those ideas with a classmate.</p>	<p>Ss jot down their ideas in a bubble thinking map.</p> <p>Ss share their ideas with a classmate.</p>	<p>T monitors Ss' grouping.</p>
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Follow up: Project: I am an everyday royal. Find a picture of yourself and draw a crown on top of your head. Use the ideas from the bubble thinking map to draft a paragraph about yourself as an everyday royal. Don't forget to write full sentences with a full stop at the end of it.

Theme : My choices in life

Topic: 6. Being aware of other styles.

Aims:

- To focus on listening skills by working with a video.
- To reinforce and develop Ss' speaking skills by asking them to describe pictures of tattoos.
- To reinforce reading skills by working with the description of some drawings.
- To promote a non-judgmental atmosphere in which Ss find an opportunity to express their opinions through their drawings.
- To work with activities that develop their critical thinking by dealing with a controversial topic.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows on the board a word cloud. T asks Ss to find words, and tells Ss they are connected to the topic.</p> <p></p> <p>T may give Ss the number of letters in each word. The words are INK - SKIN - ART The topic of the lesson is TATTOOS.</p> <p>Tattoos may define a person's style. What are the advantages and disadvantages of having a tattoo? T provides Ss with several statements for Ss to consider them as positive or negative. At the end of the lesson they will go back to those statements to revise if they still think the same.</p>	<p>Ss look at a word cloud and try to find words that are connected to the topic.</p> <p>Ss classify different given statements into positive or negative.</p> <p>At the end of the lesson ss will go back to the statements to see if they still think the same.</p>	<p>T monitors that Ss find the words. T checks that Ss get the topic of the lesson.</p> <p>T encourages Ss to express their opinions but being respectful about expressing them.</p>
<p>Transition: Some people I know have sent me pictures of tattoos. Let's take a look at them.</p>			

10 (minutes)	<p>T shows the pictures of the tattoos and asks Ss several questions. In your opinion.... -Which is the most creative? -Which is the most unusual? -Which is the most colourful? -Which is the most interesting?</p>	<p>Ss look at some tattoos and answer some questions.</p>	<p>T leads Ss to focus on the content of the questions, being respectful.</p>
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Transition: I also have a friend who sent me a video. Let's watch the video.

(10 mins)	<p>T plays the video and gives Ss five sentences for them to decide if they are T, F or DS.</p> <p>1 – Fabian has three tattoos. 2 – He would like to have another one in the future. 3 – He would like to have an Indian face. 4 – He and his brothers have the same tattoo. 5 – He thinks people have tattoos because they bring luck.</p>	<p>Ss watch the video and say if the sentences are true or false.</p>	<p>T fosters reading comprehension through understanding of the questions in context.</p>
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Transition:

(5 mins)	<p>T asks Ss to design their own tattoo, Then, they will have time to exchange their drawings and describe them.</p>	<p>Ss design their own tattoo. Ss will exchange and describe their drawings.</p>	<p>T monitors Ss' work T promotes Ss' cooperative work.</p>
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Follow up: Ss have to design a tattoo, either for them or for somebody else. This activity can be coordinated with the Art teacher.

Ss can exchange their drawings for other Ss to describe them and give their opinion.

Theme : My choices in life

Topic: 7. Choosing Uruguay to live.

Aims:

- to foster Ss' reading skills by working with

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>Uruguay: land of immigrants.</p> <p>T gives ss a text with facts about immigration in Uruguay. Ss read the text and find one piece of information they didn't know.</p> <p>T asks ss to have a look at some Uruguayan customs and words and determine where they are from.</p> <ol style="list-style-type: none">1. tea2. pasta3. shepard's pie.4. lehmeyun5. the word "ojala"6. the word "cuchilar"7. candombe8. football/soccer9. cheese10. siesta	<p>Ss read a text about immigration in Uruguay and find information they didn't know.</p> <p>Ss look at some Uruguayan customs and say where they are from.</p>	<p>T monitors Ss reading activity.</p> <p>T elicits information that is unknown for the Ss.</p>

Transition: As you can see, some of our customs are imported by immigrants. Let's meet Duma, a new neighbor Emma has.

10 (minutes)	<p>Duma shows some pics of his homeland. Look at the pics and answer these questions:</p> <p>1- What do you see in the pics?</p> <p>2- Are these pics from Uruguay or from a foreign country?</p> <p>3- If you think they are not from Uruguay, where do you think Duma's homeland is?</p> <p>You are right, it's in Africa. But let's see where. Let's put these five facts in order to form the country with the first letter of the phrase..</p> <p>1. A</p>	<p>Ss look at some pictures of Duma's homeland and answer some questions.</p>	<p>T guides Ss' participation to answer the questions.</p>
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	<p>2. N 3. G 4. O 5. L 6. A</p> <p>1- Africa's seventh largest country. 2- Nigeria and Cameroon have borders with this country. 3- Gold, red and black are the colors of the flag. 4- One modern fashion created there is dreadlocks. 5- Luanda is the capital city. 6- Among the most popular dishes is the funge.</p> <p>Now, it's time to get more information about Angola. Search for information about these topics:</p> <ul style="list-style-type: none"> -language -currency -typical dishes -natural resources -popular animals 	<p>Ss put five facts in order to form the country using the first letter of the phrase.</p> <p>Ss search for information about Angola and complete a fact file.</p>	<p>T monitors while Ss put the facts in order.</p> <p>T helps Ss in order to organize their search for information.</p>
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Transition: Let's listen to Duma telling us some things about Angola, his homeland.

(5 mins)	<p>At the beginning of the class we talked about some imported customs. Find some Uruguayan customs and share them with Duma orally.</p>	<p>Ss look for information about imported customs. Ss prepare a short oral presentation to show to Duma.</p>	<p>T helps Ss to keep on the content of the task, and not to get confused with non Uruguayan customs.</p>
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Follow up: Duma wants to practice his native language. He travels to the border with Brazil and he is reading about two popular traditions that come from Brazil: faropilhas and forro.

Theme : My choices in life

TOPIC: Educating in justice.

OBJECTIVES: at the end of the class sts will know about human rights.

ASSUMPTIONS: most of sts. may know some ideas, so it will be interesting .

ANTICIPATED PROBLEMS: some vocabulary may result difficult.

RESOURCES: board, markers, poster, computer.

Stage	Teacher's actions	Ss' actions	Aims
10'	Teacher invites students to watch a short fragment of two films: Mississippi Burning and The boy in the stripped pijamas. Asks sts. if they already saw these movies and what they think they are about. How was life at those moments? How different is today?	Sts comment and give opinions.	To uncover the topic of the lesson.
5'	T sticks on the board a picture about The Universal Declaration of Human Rights, 1948 and explains meaning from history point of view.	Sts may asks some questions and copy main ideas on their notebooks.	To introduce sts. to the human right's idea
10'	T gives cards with some words for them to sit in pairs: <ul style="list-style-type: none">• Life• Equality• Security• Freedom• Education	Working in pairs sts recognize them as human rights as we know them nowadays and live according to them. Discussion	To know the most important human rights. To develop speaking skill Interaction
10'	On the board: Semantic map with students ideas next to the picture of human rights..	Give ideas to complete and come to the board to write	To develop writing skill.
10'	T gives sts photocopyable material with the Preamble of the Declaration and article 1	Read and share information.	To develop reading skill

Theme : My choices in life

TOPIC: Rural habits

OBJECTIVES: At the end of the class sts will know more habits of rural life.

ASSUMPTIONS: some sts.may have friends or relatives from the countryside,so they may know some ideas to share.

ANTICIPATED PROBLEMS: some vocabulary may be difficult.

RESOURCES: board, markers,pictures,photos,flashcards.

Stage	Teacher's actions	Ss' actions	Aims
10'	W-up : asks sts. -do you like living in the city? -would you like to live in the country? Or -do you know somebody who lives in the countryside? -how difference everyday life is there? – where do we buy the milk,for example, and how different can be in a rural place?	Answer and give ideas about preferences . Express differences between habits in the city and in the countryside.	To search sts.prior knowledge and ideas. To develop communication
10'	On the board: complete a Brainstorming with ideas from the dialogue above. Shows some pictures or images from a web site, showing everyday rural activities and habits, encouraging sts.to say and come to the board to write more information .	Answer and interact with teacher and partners, expressing ideas about what they see. Can help looking for some vocabulary they may need.	To improve interaction and vocabulary. To learn about rural habits. To develop writing skill.
10'	T says: do you know how these activities were some years ago? Let's think about how different are these habits now,: uses picture showing people riding horses, milking, preparing dairy products, drinking mate,etc.	Work in pairs for a few minutes and order some ideas to improve vocabulary.	Interaction. Discuss and decide ideas
10'	On the board: Now and Then.....	Come to the board and write ideas.	To improve vocabulary
5'	Monitoring and help sts.to complete on their notebooks	Write ideas on their notebooks	To develop writing skill

Theme : My choices in life

TOPIC: Expressing our feelings though art.

OBJECTIVES: at the end of the class sts.will be able to express how do they feel.

ASSUMPTIONS: some sts. can show his/ her talent.

ANTICIPATED PROBLEMS: some sts.may have trouble to express themselves.

RESOURCES: board,markers,pictures,potos.

Stage	Teacher's actions	Ss' actions	Aims
5'	W-up: dialogues T-S asking and answering about special abilities,talents or ways of art,that help us to express our feelings. -Which is your special ability? -How do you express yourself? -Do you like dancing or acting?,etc.	Answer and interact with the teacher and partners	To uncover the topic. To think about each one talent or in which area each one is good. To develop speaking skill
5'	T sticks some pictures or photos in which famous people is expressing through art. -Do you know him/her? -How do you think he is expressing? Writes ideas on the board next to the image.	Answering. Giving ideas. Knowing people and different ways of art.	To improve vocabulary and general knowledge about some people sts may don't know
10'	According to what he/her explained in previous classes, give sts this time to prepare what he/she is going to show to the class.	Organize a performance or presentation, they brought prepared and cooperate with partners	To prepare clothes, objects, or whatever sts.need to show Their talent
20'	Allows the performances and encourages sts.	Some sts.show their art: acting,singing,explaining a draw ,a paint , a craft,etc.	To help sts.empower of some activities they do.
5'	Explains that they can prepare a poster in which each one tell us about their craft, draw,paint or performance.	Prepare at home or in next classes a poster.	To encourage sts. to show their way of express.

#LivingUruguay 2

LESSON PLANS

UNIT 4

HISTORY MAKERS

AT THE END OF THIS UNIT, SS WILL BE ABLE TO:

- know more about local and international figures who made a difference in history.
- express your opinions and feelings in English through oral presentations, poems, dialogues, plays, etc.
- work with literary works from various authors.
- carry out activities with teachers from other subjects.
- work with projects.

Theme : History makers.

Topic: 1. Unrecognised talents.

Aims:

- To get students acquainted with VVG, JTG and OW.
- To read short texts about the people.
- To carry out a simple webquest about the three famous people.
- To work cooperatively by assigning roles.
- To integrate the skills and work on BICs.
- To adapt a literary piece into a format that is closer to their reality.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	 <p>T shows the students these three pictures. T asks them if they recognize these people. Then, T writes the three names and they have to match. Ss can search for information on the Internet.</p>	<p>Ss look at three photos of different history makers and try to recognize them. Ss look for images of the three famous artists.</p>	<p>T guides Ss' oral participation. T checks that Ss have recognised them.</p>
Transition: What do you know about them? (T elicits the idea that they are all dead and they are all famous people and they were not very recognized when they were alive).			
10 (minutes)	<p>T tasks ss to read the factfile and see if what they said is true or not. The fact files have information that they have to correct. They have to google for information and see whether the charts are correct or not. Ss correct the incorrect information.</p>	<p>Ss read three fact files with information and check if what they said is true or not. Ss look for information to see if the charts are correct or incorrect. They correct the incorrect information.</p>	<p>T monitors while Ss are working with the factfiles. T checks the information Ss are working with. T facilitates any structures Ss may need to correct the sentences.</p>
Transition: Now, let's get more information about these people. You have to get a piece of paper (the teacher provides students with strips of paper with these words. T has as many words as students in class. For example, if there are 27 students, three times these words: Oscar / Wilde / writer / Joaquin / Torres / Garcia / Vincent / Van / Gogh			

Each student takes one piece of paper and they form the groups of three students. One group will be Oscar Wilde, writer / another group will be Joaquin Torres Garcia and the last group will be Vincent Van Gogh. There will be as many groups as students are. E.g. With 27 students there will be 3 groups of Wilde, 3 groups of Torres Garcia and 3 groups of VVG.

(10 mins)	<p>Webquest: Each group assigns a role to each member: the writer, the time keeper and the spokesperson.</p> <p>T asks them to find 5 important facts about each author.</p> <p>Then, T asks ss to get together in the groups of the same name. For example, all the VVG groups together.</p>	<p>Ss get in groups assigning a role for each member.</p> <p>Ss google for information about the people. they get 5 interesting facts.</p> <p>Ss get together with the other groups and share the facts and make a complete list of interesting facts about the famous people.</p>	<p>T monitors grouping and pays attention to Ss' attitude while they are assigning the roles.</p> <p>T acts as a facilitator.</p>
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Transition: OK. Let's see how much you have learned about OW, JTG and VVG. The spokespeople of the groups present about each one.

(5 mins)	<p>T asks the spokespeople of the groups to present about VVG, OW and JTG.</p>	<p>Ss listen to their classmates and they find similarities between the artists.</p>	<p>T monitors that Ss are paying attention while the spokespeople present.</p>
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Follow up: Project! Ss listen to the abridged version of The Happy Prince (audio provided in CREA) and prepare a comic strip, video or presentation about the story. Include the did you know in the manual.

Theme : History makers.

Topic: 2. Resilient famous people.

Aims:

- to show Ss the importance of fighting for their own dreams.
- to expose ss to a story of perseverance, struggle and overcoming of obstacles by Luis Suarez.
- to lower ss' affective filter by working with a popular uruguayan person.
- to reinforce ss' reading / listening skills
- to provide Ss with an opportunity to express their feelings and thoughts towards a topic close to their realities.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T shares with ss some facts about a Uruguayan famous person. T invites ss to make guesses about who the person is. 1- This famous person is a man. 2- He does not live in Uruguay at the moment. 3- He plays a sport for a living. 4- He is married to a Uruguayan and he has three children. 5- He is a philanthropist. If ss don't get his name the T asks them to ask yes/no questions.	Ss pay attention to the facts presented. Ss try to guess who the famous person is.	T monitors if Ss are paying attention to the information given.

Transition: Yes! Today we will talk about Luis Suarez and his life story. What do you know about him?

10 (minutes)	T provides ss with a KLW chart to see how much they know about him. T gives ss 3 minutes to jot down ideas under the K column.. T promotes discussion to see what they know about LS.	Ss work on the KLW chart. Ss classify the info into different categories. For example, personal, family, accomplishments, etc. depending on the ss' answers.	T acts as a facilitator, in case Ss lack the language to complete their charts. T focuses on Ss' answers, promoting a comfortable atmosphere to listen to Ss.
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Transition: OK, let's see what he has to say about his life. Read/listen to him and check the info that you already knew (from the K column) and write down the new info under the L column.

(10 mins)	<p>T shares the text with the ss and asks them to complete column L.</p> <p>T asks the ss to get in small groups and share their findings.</p> <p>T shares a newspaper headline that says LS: the most resilient player.</p> <p>T shares that resilient is persistent, gritty, tenacious.</p> <p>T asks ss to find words or evidence that supports this headline</p>	<p>Ss read / listen to the text and complete the information.</p>	<p>T checks Ss' understanding of the text.</p> <p>T leads Ss to get in small groups and monitors groupwork.</p> <p>T holds Ss' attention towards the headline.</p> <p>T checks understanding of the headline.</p> <p>T monitors Ss' answers.</p>
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Transition: Now, we have to complete the W column. What would you like to learn about Luis?

(5 mins)	<p>T asks ss to make a list of three things they want to know about LS.</p> <p>T asks ss to research on the aspects they want to know and make a presentation in small groups in the following class.</p>	<p>Ss make a list of three facts they want to know about LS.</p>	<p>T leads Ss to think about unknown facts about Luis.</p> <p>T monitors Ss' participation in the small groups.</p>
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Follow up: Small groups presentations about the facts they wanted to know about LS.

Project: A resilient person I know. Write about a person that you know. It can be famous or anonymous (for example, I would describe my grandma). Use the KLW chart to organize your writing. Include the things you know about the person, and the things you want to know. Talk to the person or to people who can give you information about the person to complete that chart. If you want, include a picture of the person or/and any quote or/and anecdote about him/her. T organizes the resilience corner with all these stories.

Theme : History makers.

Topic: 3. Racism.

Aims:

- To promote critical thinking by working with such an important issue as racism.
- To learn about people who fought against it and the ways they used to do that..
- To express ss' opinions about racism.
- To promote the integration of skills.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T divides the class into two groups. The crosses and the circles. T shows ss a tic tac toe board. T asks ss to say a letter and a number and answer the questions to play tic tac toe. T allows students to use the mobile phones and use Spanish if necessary.	Ss are divided into two groups. Ss play tic tac toe in groups to learn more about racism. Ss use their mobile phones to answer the questions. They can use Spanish if necessary.	T checks instructions while Ss get in groups. T encourages Ss to go through the ludic activity as respectful as possible.

Transition: It was fun, wasn't it? Now let's get more information about these 9 events. What do the nine events have in common? (T elicits the word racism).

10 (minutes)	T shows students a newspaper page. The nine pieces of news are in there. T asks them to read the news and check if what journalists say is correct or if there is fake news. 1- F1 drivers did not attend the race to support the fight for racism. 2- Xenophobia means fear of the strangers. 3- Rosa Parks advocated for education for women. 4- Sting expresses his love for tea in the song. 5- The first woman ever voting in Latin America voted in Uruguay.	Ss look at a newspaper page and read nine pieces of news. Ss check the information and say if the news is correct or fake.	T checks both instructions. T checks and monitors Ss understand the meaning and the sequence of the task.
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Transition: These headlines correspond to some of the news on the tic tac toe. William Kamkwamba is the main character in the film "The boy who harnessed the wind". How did he feel the underdog? (The underdog is when someone is diminished, discriminated or segregated).

<p>(10 mins)</p>	<p>Search on the Internet and find the plot of the movie or the trailer and find reasons for him to be considered the underdog.</p> <p>What was his attitude? Circle the words that describe his attitude and complete the sentence:</p> <p>persistent witty demotivated courageous silly brave problem-solver frustrated.</p> <p>William is a _____ boy.</p>	<p>Ss surf on the Internet to find information about the movie and find reasons for the boy to be considered the underdog.</p> <p>Ss circle the words that describe his attitude and complete the sentence.</p>	<p>T checks with Ss that they are working with the appropriate definition.</p> <p>T encourages Ss to express their opinions.</p>
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Transition: William fought against racism, poverty and social inequality. He expressed himself by means of his inventions. Other people root for equality in various ways.

<p>(5 mins)</p>	<p>T says that Jennifer Lawrence created a Twitter account to express her support for the fight against racism.</p> <p>Write a tweet in no more than 140 characters to express your opinion about racism.</p>	<p>Ss write a tweet to express their opinions about racism.</p>	<p>T monitors Ss' work, trying to let the sense of consciousness flow.</p>
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Follow up: Teacher works with the film “The boy who harnessed the wind”. After watching the trailer or reading the plot, find a problem or issue in your neighborhood or community. Think of ways of solving it. Record a video, make a poster or write something to share your ideas.

Theme : History makers.

Topic: 4. Famous scientists.

Aims:

- To motivate Ss by working with a crossword puzzle.
- To develop Ss' reading skills by working with a biography.
- To improve Ss' writing skills by asking them to write sentences about an important scientist.
- To foster Ss' speaking skills by asking them to ask and answer questions with a partner.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T gives Ss several pictures and clues to complete a crossword puzzle to find out the topic of the lesson.	Ss look at different pictures and clues and complete a crossword puzzle to know more about Marie Curie..	T monitors Ss work, trying to let Ss work independently.

Transition: Marie Curie was a famous scientist. Now... what do you know about her?

10 (minutes)	<p>T provides Ss with a factfile and asks them to complete it with information they may know or remember from the crossword puzzle.</p> <p>After that, T asks Ss to read Marie's biography and complete the factfile with the rest of the information.</p> <p>T checks all the information that Ss complete. It can be done on the board.</p>	<p>Ss complete a factfile with the information they may know or remember from the previous activity.</p> <p>Ss read the biography to check their answers and to complete the ones they didn't remember.</p>	<p>T encourages Ss to guess, or recall information they may remember about this famous person.</p> <p>T provides Ss with the opportunity to work with both, the scanning and the skimming reading strategies.</p>
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Transition: Albert Einstein was a famous scientist, too. Do you know him? T shows a pic of AE

(10 mins)	<p>T tasks Ss to look at the factfile and asks them what information they can see.</p> <p>T tasks Ss to write sentences about Albert using Marie's text as a template.</p> <p>T writes together with the Ss the first three or four sentences to work as a model.</p>	<p>Ss look at the factfile and report the information they can see.</p> <p>Ss write sentences about Albert using Marie's text as a model.</p>	<p>T encourages Ss to lead this stage as independently as possible, both in the comprehension and the production stages.</p>
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Transition: Albert and Marie met in Brussels in 1911. They were at a conference. What do you think they talked about?

(5 mins)	<p>T asks students to imagine they are Albert and Marie. T asks them to write one question they can ask each other.</p> <p>T asks ss to get in pairs and ask and answer the questions.</p>	<p>Ss write the questions.</p> <p>Ss get in pairs and ask the questions orally..</p>	<p>T acts as a facilitator and monitors the pairs.</p>
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Follow up: Project- Shout it up! Ss look for information about a scientist. They say it out loud and the others have to discover who the scientist is.

For example: The apple will always fall from the tree.

Ss can also look for information and prepare a poster about the scientist they chose.

Theme : History makers.

Topic: 5. We have special talents.

Aims:

- To talk about unusual activities regular people do.
- To reinforce Ss' listening skills working with a video.
- To promote hard work to achieve important things in life.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T asks Ss What do 13-year-old children do in everyday life?	Ss answer about what 13-year-old children do in everyday life. Some expected answers are: hang out with friends play video games attend school listen to music practice sports watch series ride a bike	T accepts Ss' ideas fostering participation.

Transition: You are right! 13-year-olds do all this. Look at this guy. He is 13 and he is Lua's mom neighbor. His name is Jack Rico and he is from the United States. Let's watch a video about him.

10 (minutes)	<p>T asks ss to watch the video and say why he is different and why he is ordinary.</p> <p>https://www.youtube.com/watch?v=ELGjuAgxCOM</p> <p>T elicits answers such as: He graduated from college. He will attend university. He loves video games.</p> <p>T asks ss to see what big event the community is celebrating. These are some choices: Jacks' graduation from school.</p>	<p>Ss watch a video and say why Jack is different and why he is ordinary.</p> <p>Some expected answers are: He is young and he will go to the University. He likes doing common activities.</p> <p>Ss watch the video and answer what event the</p>	<p>T helps Ss to focus on the content of the questions.</p> <p>T checks instructions, relying in L1 if necessary.</p> <p>T checks Ss are used to working with the combinations of</p>
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	<p>Jack's birthday party. Jack's graduation from Fullerton College.</p> <p>Watch the video again and say if these statements are true or false:</p> <ol style="list-style-type: none"> 1- Jack earned 2 degrees. 2- One degree is in video games. 3- He earned his degrees in two years. 4- His speech was 5 minutes long. 5- He will study at Nevada University. 	<p>community is celebrating.</p> <p>Ss watch the video again and say if the given statements are true or false.</p>	<p>these kind of activities and material, as it requires the processes of watching, listening, and writing at the same time.</p>
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Transition: You see...he was not a genius, he studied hard and he had an objective. He was tenacious and gritty. Let's learn more about him.

(10 mins)	<p>T asks ss to read some more facts about Jack.</p> <p>Search the Internet and add one more fact about him.</p> <p>You want to congratulate Jack and tell him about you.</p> <p>Think of 3 things you want to share with him.</p> <p>Think of the place where you live.</p> <p>Think of the family you have.</p>	<p>Ss use their mobiles or computers to do the task.</p>	<p>T allows Ss some minutes to go over the ideas suggested.</p>
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Transition: Great! It's wonderful you want to communicate with Jack so we know more about him. What can the fastest way to communicate be? Social media, right?

(5 mins)	<p>Write a post to the social media you choose in order to congratulate Jack and tell him about you.</p>	<p>Ss use the social media they consider the most appropriate.</p>	<p>T encourages Ss to help each other, in case it is necessary.</p>
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Follow up: Emmanuel Olivera.

Theme : History makers

Topic: 6. Significant inventions

Aims:

- To develop and reinforce writing skills by expressing about the invention they consider important.
- To use technology in the classroom by working with different digital resources.
- To raise awareness of the importance of historical inventions for the development of humankind.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T shows several inventions to the class. T elicits the names. (T can use realia to work, and bring to the class some toys.) T asks Ss to work in pairs and order the inventions from the most important and useful (number 1) to the least (number 6)	Ss look at some pictures of different inventions and label them. Ss work in pairs and order the inventions from the most important and useful to the least important.	T helps Ss realize what the objects are, as some of them may not recognize them. T encourages Ss to reflect upon the facilities of those inventions, rather than on physical characteristics.

Transition: Let's discover which is the greatest invention for this class.

10 (minutes)	T tasks Ss to use a digital resource to vote which the most important invention is. (Mentimeter, Poll Everywhere or DirectPoll). T tasks Ss to continue working in pairs and add three more inventions to the list. T tasks Ss why the inventions above are so important. T provides Ss with some reasons. Because..... 1- We can travel fast to other countries or continents. 2- We can communicate, be informed and search for information. 3- We can have conversations with people all over the world.	Ss use a digital resource to vote which the most important invention is. Ss say why the inventions are important.	T checks if Ss concentrate on the content of the activity rather than on the facilities of the app, as Ss may feel attracted by the digital tool and get distracted. T encourages Ss to express their opinions.
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	<p>4- We can move quickly from one place to another. 5- We can see and continue with our activities at night. 6- We can draw and write using a pencil.</p> <p>T asks Ss to match reasons and inventions.</p>	<p>Ss read some given reasons.</p>	
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Transition: Nico's class is also working on significant inventions, let's find out what they say about this topic.

(10 mins)	<p>T tells Ss that Nico's teacher asked her students to post an opinion in the forum about significant inventions.</p> <p>T asks Ss to read the opinions and classify the expressions in bold into the following categories, according to their purpose.</p> <p>Give opinion Agree / disagree Give reasons</p>	<p>Ss read a forum about significant inventions. Ss classify the expressions in bold into the following categories.</p> <p>Give opinion Agree / disagree Give reasons</p>	<p>T fosters a bottom up strategy to face the text about the opinions.</p> <p>T provides Ss with useful chunks of language to make Ss' oral work to flow as fluent as possible.</p>
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(5 mins)	<p>T asks Ss to write their own post.</p> <p>T asks Ss to include the invention they consider important and give reasons to support their answer. They also need to agree or disagree with the previous posts.</p>	<p>Ss write their own posts about the invention they consider important. Ss give reasons to support their answers and agree or disagree with the previous posts.</p>	<p>T askss Ss to try to produce elaborated answers and opinions.</p> <p>T encourages Ss to provide their opinions with reasonable support.</p>
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Follow up: T asks Ss to think of three more inventions. Ss need to mention why the inventions are important for them and human kind. After that, Ss create a forum wall. Ss paste their inventions and they need to leave comments on their classmates' inventions.

Theme : History makers.

Topic: 7. Significant Uruguayan inventions.

Aims:

- To enhance Ss' reading skills through meaningful activities.
- To provide Ss with useful vocabulary to develop their writing skills by describing the inventions.
- To improve Ss' knowledge of Uruguayan culture and history.
- To promote cooperative work in the class.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T tells Ss that Emma is studying worldwide inventions at school and she is curious to learn about Uruguay.</p> <p>T asks Ss: Do you know any Uruguayan invention, discovery or contribution to the world?</p> <p>T asks Ss to get in groups and discuss some of the most significant Uruguayan inventions / discoveries / creations. T asks Ss what they may refer to.</p> <ol style="list-style-type: none">1.The pacemaker.2.The realization that Pluto isn't a planet.3.Thumbless boxing gloves.4.Chivito.5.The mobile response unit.6.A famous sports celebration.7.The first FIFA World Cup stadium.8.Social innovation.9.Mammography examination.10.Windshield wiper spray.	<p>Ss say whether they know any Uruguayan invention, discovery or contribution to the world.</p> <p>Ss work in groups and discuss.</p> <p>Ss read a list of significant Uruguayan inventions/discoveries/creations and think about what they may refer to.</p>	<p>T fosters an environment of appropriate atmosphere for reading activities.</p> <p>T monitors Ss' work.</p> <p>T fosters discussion among Ss, to develop communicative interaction.</p>
Transition: Let's find out about these Uruguayan inventions/discoveries/creations			
10 (minutes)	<p>T provides Ss with the texts and asks Ss to put the titles in the corresponding paragraph.</p> <p>T asks Ss to match each short text with the correct picture.</p>	<p>Ss read a text about different Uruguayan inventions and put the titles in the corresponding paragraph.</p> <p>Ss match each short text with the right picture.</p>	<p>T leads SS into a bottom up activity.</p>

Transition: Nico and Emma are talking about different inventions, they are giving their opinion. What do you think about these inventions and discoveries?

(10 mins)	<p>T tells Ss that in the text there are some adjectives that describe the inventions / discoveries / creations.</p> <p>T asks Ss to underline them and check their meaning.</p> <p>T asks Ss to write sentences describing the inventions using adjectives from the box. T provides Ss with an SOS box.</p>	<p>Ss read the text one more time and underline or highlight adjectives that describe the inventions.</p> <p>Ss write sentences describing the inventions using adjectives from the box.</p> <p>Ss use an S.O.S box as a guidance to write the sentences.</p>	<p>T checks whether Ss are actually aware of the meaning and function of adjectives.</p> <p>T monitors Ss' work.</p> <p>T provides Ss with an example in case of necessary.</p>
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Your opinion matters!

(5 mins)	<p>T asks Ss to read the text again and answer the questions.</p> <ol style="list-style-type: none"> 1. Which is the most surprising invention or discovery for you? 2. Which is the most useful for humankind? 3. Which is the least important? 4. Which one as a Uruguayan do you feel most proud of? 	<p>Ss read the text one more time and answer some questions.</p>	<p>T helps Ss not only in understanding the questions but also in understanding meaning.</p>
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Follow up: T asks Ss to look for another Uruguayan invention or discovery and write a short paragraph about it including when, where and who created it, what it is used for and their opinion about it. Use the texts and the SOS box above as models.

Theme : History makers.

Topic: 8. Famous artists.

Aims:

- To lower Ss' affective filter by working in groups.
- To raise awareness of world-wide artists.
- To motivate Ss by working with different visual aids about paintings.
- To enhance speaking skills through the presentation of Ss' research.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows Ss the photo of Nico. T tells them that Nico is in a museum looking at some wonderful paintings, he even imagined himself being a painter and doing his own self portrait. T tells Ss: "Let's learn with him about famous worldwide artists!"</p> <p>T tasks Ss to get in groups of four according to four cards. One of them will receive the name of the artist with an example of one of his/her paintings and the other three, three more paintings.</p> <p>Ss stand up and try to find their teammates according to the characteristics of the works of art.</p>	<p>Ss are divided in groups of four.</p> <p>One S receives the name of an artist with an example of one of his/her paintings.</p> <p>The other three Ss receive three paintings.</p> <p>Ss stand up and try to find their teammates according to the characteristics of the works of art.</p>	

Transition: Now, in the class we will work with seven artists. Let's work in groups!

10 (minutes)	<p>T tasks Ss to work in groups. In the groups T tasks Ss to:</p> <ol style="list-style-type: none"> 1) Discuss what they have in common. 2) Give their opinion about the paintings. Do you like them? Would you put one of them in your bedroom? 3) Match the names of the paintings with the corresponding work of art. <p>Frida Kahlo:</p> <ul style="list-style-type: none"> -Self-portrait -Me and my parrots - Fulang- Chang and I 	<p>Ss keep on working in groups and discuss what the pieces of art have in common.</p> <p>Ss give their opinion about the paintings.</p> <p>Ss match the names of the paintings with the corresponding work of art.</p>	
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<p>Joaquin Torres García</p> <ul style="list-style-type: none"> -The fish -Inverted America -City landscape <p>Juan Manuel Blanes</p> <ul style="list-style-type: none"> -Artigas at the “Ciudadela” -The Paraguayan -Straight of Magellan <p>Leonardo Da Vinci</p> <ul style="list-style-type: none"> -The last supper -Mona Lisa -Lady with an Ermine <p>Andy Warhol</p> <ul style="list-style-type: none"> -Campbell's soup cans - Brown Spots - Marilyn Monroe <p>Vincent Van Gogh</p> <ul style="list-style-type: none"> -Starry night -Garden at Arles -Bedroom in Arles <p>Salvador Dalí</p> <ul style="list-style-type: none"> -Soft watch -Smooth Grooves and melted clocks -The rainbow 			
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Transition: We know some of the artists' works of art. Now, let's learn about them.

<p>(10 mins)</p>	<p>T asks Ss to search the web to find information about the artist they are working with and complete the fact file below.</p> <p>Name. - Date of birth. - Place of birth. - Family. - Two most famous works of art. - Characteristics of his/her paintings. - Your favourite work of art. - Date and place of death.</p>	<p>Ss use their cell phones or computers to search the web to find information and complete a fact file about the artist they are working with.</p>	
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Transition: Let's listen to our classmates to find out about the other artists!

<p>Follow up:</p>	<p>Ss get ready to present the information of the artist to the class, use complete sentences.</p>	<p>Ss present the information of the artist.</p> <p>While Ss present the rest of the</p>	
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	<p>As Ss present, the rest of the class needs to listen to and complete a chart with the information provided by each group.</p>	<p>classmates listen carefully to complete a chart with the information about the specific artist.</p>	
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Theme : History makers.

Topic: 9. Let's sing!

Aims:

- To use the title of a song and the music to express ss' feelings.
- To connect the book with a famous history maker.
- To know more about Freddy Mercury and how he is a music icon and a history maker.
- To connect ss' feelings with their lives and the lesson.
- To expose ss to a song that is iconic in history.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows a picture of Freddy with an imprinted T shirt.</p> <p>There is a famous singer on the T-shirt.</p> <p>T encourages ss to guess who the person on that T shirt is. T elicits that Freddy Mercury is the person.</p> 	<p>Students look at a picture of Freddy wearing an imprinted T-shirt.</p> <p>Ss discover a famous singer on the T-shirt.</p> <p>Ss name that person on the t-shirt, and some general information they may know about him.</p>	<p>T monitors that Ss pay attention to the T-shirt.</p> <p>T checks that Ss guess the famous character.</p>

Transition: Freddy tells that his parents are fans of Freddy Mercury and he was named after him. Since he was a child he has been listening to his music. Do you want to know what my favorite song is? Listen to it.

10 (minutes)	<p>T plays the song “Love of my life” by Freddy Mercury.</p> <p>T draws 4 lines on the board.</p> <p>_____</p> <p>T encourages ss to guess the name of the song.</p> <p>Love of my life.</p> <p>Think of a person you would dedicate this song to.</p> <p>T asks them to write a sentence to say why.</p> <p>e.g. I would dedicate this song to my grandmother because she is my inspiration.</p>	<p>Ss listen to the song “Love of my life” by Freddie Mercury.</p> <p>Ss try to guess the name of the song.</p> <p>Ss think of a person they would like to dedicate the song to.</p> <p>Ss write a sentence giving reasons why they would like to dedicate the song to that specific person.</p>	<p>T reminds Ss that it's not necessary to understand every word in the song, but the general idea in every stanza.</p> <p>T encourages Ss to broaden the group of people they would dedicate the song to, including family members, friends, classmates, etc.</p>
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Transition: Now you all dedicated the song to somebody. Let's read the lyrics of the song and circle the words that refer to how Freddy Mercury felt about that person.

<p>(10 mins)</p>	<p>T hands out the lyrics of the song so ss circle the words referring to the feelings, emotions and reasons Freddy experiences while writing and singing the song.</p> <p>T asks ss whether the feeling Freddy has is positive or negative. T shows ss a likert scale so they circle the right answer.</p> <p>Let's listen to the song again and see if the music aligns with the feelings you thought of.</p>	<p>Ss read the lyrics of the song and circle the words which refer to feelings, emotions and reasons the singer experiences while writing and singing the song.</p> <p>Ss say whether Freddie's feeling is positive or negative. Ss circle the right answer on a likert scale.</p> <p>Ss listen to the song one more time and check if the feelings they thought of align with the song.</p>	<p>T encourages Ss to express their feelings and emotions.</p> <p>T monitors Ss' work paying special attention to how Ss express their feelings.</p> <p>T asks whether the song aligns with the ss' answers.</p>
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Transition: Freddy Mercury was a very influential singer. Search the internet and find information about him. With the information complete the following factfile.

<p>(5 mins)</p>	<p>Real name: Family's origin: Some famous songs: 3 interesting facts about his life.</p>	<p>Ss surf the internet to complete a chart with information about Freddie Mercury.</p>	<p>T corrects the factfile orally.</p>
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Follow up: Watching and working with the movie “Bohemian Rhapsody”

Project: The love of my life. Based on the idea of the song, choose a song that you want to dedicate to someone in your life. Write a sentence saying why you want to do that and why that person is the love of your life. If possible, paste a picture of that person, the lyrics of the song and the sentence why you dedicate the song to that person.

Theme : History makers.

Topic: 10. Uruguayan women in history.

Aims:

- To develop and reinforce Ss' reading skills by working with a text about Paulina Luisi.
- To work on Ss' cultural background by learning about a topic that may not be familiar to the Ss.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T tells Ss that Nico is watching a documentary about famous women in history. He is very proud of some famous Uruguayan women who did a lot for our country.</p> <p>T shows Ss a picture of Paulina Luisi. T asks Ss if they know her.</p>	<p>Ss look at a picture of Paulina Luisi and say if they know her or not.</p>	

Transition: Nico wants to learn about Paulina Luisi. Let's learn with him.

10 (minutes)	<p>T asks Ss to read a text about Paulina.</p> <p>T asks Ss to complete several definitions with the underlined words from the text.</p> <p>T corrects the activity, focusing on the vocabulary.</p>	<p>Ss read a text about Paulina.</p> <p>Ss complete definitions with the underlined words from the text.</p>	
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Transition:

(10 mins)	<p>T provides Ss with a graphic organizer.</p> <p>T asks Ss to read the text again and complete the graphic organizer with the info from the text.</p> <p>T asks Ss some questions to correct the reading comprehension activity.</p>	<p>Ss read the text one more time and complete a graphic organizer with the information from the text.</p> <p>Ss answer some questions related to the text.</p>	
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Transition: Paulina changed the history of our country by fighting for an essential right for Uruguayan women.

(5 mins)	<p>T asks Ss to find information about another activist woman who made important contributions to history.</p> <p>T asks Ss to complete the graphic organizer.</p>	<p>Ss search for information about another activist woman who made</p>	
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		contributions to history. Ss complete a graphic organizer.	
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Follow up: T asks Ss to create a poster (or e-poster, ppt) to share the new information

Theme : History makers.

Topic: 11. NOBEL PRIZE WINNERS

OBJECTIVES: At the end of the lesson SWBAT talk about important people in History and their recognition.

ASSUMPTIONS: Sts can recognize some of these people.

ANTICIPATED PROBLEMS: Sts have no idea about this prize.

RESOURCES: board- sheets.

Stage	Teacher's actions	Ss' actions	Aims
5'	Teachers write on board the names of people .T. asks sts what these people have in common.	Sts have no idea about the answer. They may guess.	
10'	T. writes on board : NOBEL PRIZE. T. asks sts what they know about it.	Sts have to say what they know about it.	
10'	T. provides a reading comprehension activity.	Sts complete the sentences.	
15'	T. asks sts to think who could be a candidate for the Nobel Prize , and why.	GROUP WORK:Sts. think about someone who can be nominated for this distinction.	

#LivingUruguay 2

LESSON PLANS

UNIT 5 NATURE CONSCIOUSNESS

AT THE END OF THIS UNIT, SS WILL BE ABLE TO:

- understand the different ways to help nature.
- know how to give opinions and support them.
- describe places, actions and processes related to nature.
- discuss ideas related to your perspectives toward nature.
- read about national companies and NGOs defending nature.

Theme : Nature consciousness

Topic: 1. Are you green?

Aims:

- To work with and be aware of the importance of being environmentally friendly.
- To learn how green we are by making a quiz.
- To develop Ss' critical thinking by working with the environment.
- To learn about different Uruguayan organizations.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows S pictures of Juana de Ibarbourou, Mario Benedetti, a fig tree and an oak.</p> <p>T asks the connection among the pictures.</p> <p>T asks Ss to recall some ideas from the previous class.</p>	<p>Ss look at pictures of Juana de Ibarbourou and Mario Benedetti with a fig tree and an oak.</p> <p>Ss mention the connection among the pictures.</p> <p>Ss try to remember and mention some ideas from the previous class.</p>	<p>T helps Ss with some hints in case Ss don't recognize Juana, or Benedetti..</p> <p>T encourages Ss to express their ideas about the possible connections among the authors and trees,</p>

Transition: Juana de Ibarbourou and Mario Benedetti were fond of nature. Are you fond of nature?

Let's find out how green you are with this quiz.

10 (minutes)	<p>T tells Ss that they will complete a quiz.</p> <p>T delivers the quiz for Ss to complete and explains how they will count the points.</p> <p>T asks Ss to get in pairs and compare the results with their classmates.</p>	<p>Ss do a quiz to find out how green they are.</p> <p>Ss count their points to see if they are environmentally friendly.</p> <p>Ss compare their results with a peer.</p>	<p>T checks whether Ss are used to the dynamic of quizzes.</p> <p>T explains that to do this activity in an effective way, the important issue is not who they pair up, but to compare their opinions with someone else.</p>
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Transition: A friend of mine really loves nature and he sent me this video.

(10 mins)	T shows Ss an audiovisual material from Greenpeace.	Ss watch the video carefully and	T don't express any idea before watching the video to allow Ss
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<p>T asks Ss to complete notes about</p> <ul style="list-style-type: none"> - animals: - places: - means of transport: - food: <p>T asks Ss to share their findings from the video.</p> <p>T elicits from Ss what ideas come up after watching it.</p> <p>T encourages Ss to express their ideas about the video.</p> <p>SOS box</p>	<p>complete notes about it.</p> <p>Ss share their notes.</p> <p>Ss reflect about the things they see in the video. Ss use a S.O.S box to express what they think.</p>	<p>to be as honest as possible when reflecting about the content of what they have watched.</p> <p>T encourages Ss to express their ideas as honestly as possible.</p> <p>T encourages Ss to pay attention to their mates' ideas considering points in common and ideas not considered beforehand.</p>
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Transition: This video shows the actions that Greenpeace does. Do you know any Uruguayan organizations that protect nature?

Follow up: Ss share what they have learned about the Uruguayan organizations through a poster, leaflet or ad to promote these organizations.

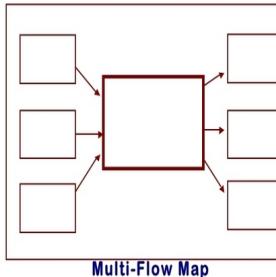
Theme : Nature consciousness

Topic: 2. Global warming.

Aims:

- To promote critical thinking by asking ss to share their ideas on GW.
- To assess Ss awareness about this issue by working with a survey.
- To promote consciousness regarding the effects of human activities.
- To work with a multi-flow map to set the causes and effects of global warming.
- To work with a project on how ss can address the topic.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows Ss three pictures representing global warming.</p> <p>T asks Ss to describe what they see in the pictures.</p> <p>T poses the questions: Why do you think this happens? What are the causes of this?</p> <p>T elicits the idea of global warming and they read the definition on #livingUruguay2</p>	<p>Ss work in groups and describe three pictures showing global warming.</p> <p>Ss answer some questions about the pictures.</p> <p>Ss read the definition of global warming.</p>	<p>T accepts any answer at a first instance.</p> <p>T leads ss into the main topic, just in case ss' answers were not related to the content of the lesson.</p>
Transition: As you read, global warming is a silent problem. Let's see how aware you are about the topic.			
10 (minutes)	<p>T hands out a survey to see whether Ss are aware of global warming or not.</p> <p>https://www.nationalgeographic.com/environment/global-warming/global-warming-quiz/</p> <p>T tells Ss she/he found an interesting article about global warming and made an adaptation of it.</p> <p>T asks ss to read it and find keywords related to global warming.</p>	<p>Ss do a survey in order to see if they are aware of global warming or not.</p> <p>Ss read an article about global warming and find keywords related to it.</p>	<p>T checks whether ss are used to working with the dynamic of this activity.</p> <p>T monitors Ss are focusing on what the task is related to.</p>
Transition: Ok. Now you have some ideas about GW. But, what causes GW? What are the main effects of it?			

(10 mins)	<p>T tasks ss to read again and complete a multi-flow thinking map to set the causes and the effects of global warming.</p> <p>T tasks ss to think of their communities and how these general ideas apply to their context. E.g. carbon monoxide. <i>There are a lot of carbon monoxide emissions because there are a lot of cars in Montevideo. Most cars don't use eco fuel.</i></p> <p>T tasks ss to think of other possible causes and effects that might exist in their communities to enrich the flow thinking map they have created.</p>	<p>Ss read the text one more time to complete a flow thinking map with the causes and effects of global warming.</p> <p>Ss think about their own communities and how these ideas apply to their context.</p> <p>Ss work in pairs and think of other possible causes and effects that exist in their communities and complete the previous flow thinking map.</p>	<p>T explains how a flow thinking map works.</p> <p>CAUSE & EFFECT</p>  <p>Multi-Flow Map</p> <p>T checks instructions, relying in L1 if necessary.</p> <p>T tasks ss to actually focus on issues related to their community.</p>
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Transition: Global warming is a problem that can be solved by becoming more aware of nature. Think of possible ways of addressing the issue.

(5 mins)	<p>T asks Ss to write one possible solution to the topic on their notebooks.</p> <p>T gives the prompt: I think global warming can be solved if....</p> <p>T asks ss to get in pairs or use an app to share their ideas.</p>	<p>Ss write ideas that might solve this issue.</p> <p>Ss use the given prompt: I think global warming can be solved if ...</p> <p>Ss share their ideas with the rest of the class.</p>	<p>T provides ss with an example of the chunk of language ss are supposed to use.</p> <p>T monitors ss' work.</p>
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Follow up:

Project: Making my community more aware of global warming.

The teacher asks the students to choose one of the possible solutions they came up with. They have to advertise that solution during the “Nature Consciousness Fair” or Science Clubs (they usually take place yearly in the different provinces). In groups of 4 or 5, students prepare a stall, an exhibition, a maquette, a poster, or a digital presentation to share during the event. This activity can be coordinated with the science teachers, the art teacher, the Spanish teacher, the math teacher, and any teacher, or community member, you think that can contribute to the richness of the project.

Theme : Nature consciousness

Topic: 3. Nature

Aims:

- To extrinsically motivate Ss by playing "Bingo" and set the topic of the lesson.
- To learn about different biomes of the world and of Uruguay.
- To integrate the different skills.
- To enhance ss' level of general culture and awareness about their country.

Stage	T's action	Ss' actions	Assessment									
Uncovering the topic of the lesson (7 mins)	<p>Playing Bingo</p> <p>T gives ss 10 words. T asks ss to choose three words and write them in a chart like the following.</p> <ol style="list-style-type: none"> 1. rooster 2. birds 3. river and bird 4. a fly/mosquito 5. thunderstorm 6. wind 7. bee 8. dog 9. waterfall 10. water <p>E.g</p> <table border="1"> <tr> <td>birds</td> <td>the ocean</td> <td>a dog</td> </tr> </table> <p>T tasks Ss to listen to a recording and circle the word when they hear the object. E.g. when ss hear the ocean they circle the word ocean.</p> <p>T tells ss that when they circle the three words they shout out "Bingo"</p> <p>T asks ss to say what they have in common and gives ss the following chart. (ss have to come up with the word nature)</p> <table border="1"> <tr> <td>N</td> <td>A</td> <td>T</td> <td>U</td> <td>R</td> <td>E</td> </tr> </table>	birds	the ocean	a dog	N	A	T	U	R	E	<p>Ss are given 10 words and choose three and write them in a bingo chart.</p> <p>Ss listen to different sounds and circle the word when they hear the object.</p> <p>If Ss circle the three words they shout out "Bingo"</p> <p>Ss say what the words have in common.</p> <p>Ss come up with the word nature.</p>	<p>T checks instructions and monitors the activity.</p> <p>T acts as a facilitator helping Ss to develop the activity.</p>
birds	the ocean	a dog										
N	A	T	U	R	E							
Transition: We know that nature is divided into smaller areas, according to shared characteristics. They are called biomes.												

Transition: Let's see how much you know about Uruguay.

<p>(10 mins)</p>	<p>T asks Ss a tricky question: Are there any biomes in our country? After ss have answered the tricky question, T asks ss to differentiate worldwide biomes from biomes we have in our country. T erases the following biomes from the world from the chart leaving only biomes present in Uruguay:</p> <table data-bbox="392 1527 812 1590" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">woods</td><td style="width: 50%;">forests</td></tr> <tr> <td>wetlands</td><td>meadow</td></tr> </table> <p>T tells Ss that Nico's aunt is doing research on Uruguayan biomes. T asks Ss to listen to her and answer. Listen and check this information about biomes</p> <ol style="list-style-type: none"> 1- In summer, the temperature reaches 100F in Texas. 2- The average temperature in Texas is 27 celsius. 3- Uruguay has cold winters due to the sun position. 	woods	forests	wetlands	meadow	<p>Ss answer the question.</p> <p>Ss differentiate worldwide biomes from biomes we have in our country.</p>	<p>T monitors if Ss understand the tricky question.</p> <p>T monitors and encourages ss to research on the topic and read about it.</p>
woods	forests						
wetlands	meadow						
		<p>Ss listen to Nico's aunt and take notes about biomes.</p>	<p>T checks instructions and facilitates the sharing time.</p>				

Transition: Now you have some ideas about biomes and you took notes of what Nico's aunt said.

(5 mins)	<p>T asks Ss to write three sentences referring to the listening activity.</p> <p>T asks Ss to share their sentences with the classmate next to them and compare the ideas.</p>	<p>Ss write three sentences referring to the listening activity.</p> <p>Ss share their sentences with the classmate next to them and compare ideas.</p>	<p>T monitors ss' work and facilitates when necessary.</p>
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Follow up: Project: Biomes in Uruguay - After having worked with biomes in the world, work with the geography teacher and know more about biomes in Uruguay. Then, focus on your area and see what biomes you have. Include the plants and animals that are characteristic of that place.

Theme : Nature consciousness

Topic: 5. Helping to protect wildlife.

Aims:

- To motivate Ss by working with different visual aids.
- To create a free-stress atmosphere by playing a guessing game.
- To work with technology by working with Ss cell phones or computers.
- To practice and reinforce Ss' reading skills by answering some questions about Turtles.
- To develop Ss' speaking skills by presenting about a type of turtle.
- To work on a project about how Ss can address this topic.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T asks the Ss to have a look at the different pictures of an animal.</p> <p>T asks Ss to guess what each picture is. These pics are different parts of the body of one animal.</p>	<p>Ss look at different parts of an animal.</p>  <p>Ss complete the jigsaw activity.</p>	<p>T promotes a gamified environment within the lesson.</p>

Transition: So we have a tortoise. Let's see how much you know about them.

10 (minutes)	<p>T asks the Ss to work with a quiz individually.</p> <p>Then, T asks them to share their ideas with a partner.</p> <p>Then, T asks Ss to listen to a recording to check their answers.</p>	<p>Ss work with a quiz to find out how much they know about turtles.</p> <p>Ss share their ideas with a partner.</p> <p>Ss listen to a recording to check their answers.</p>	<p>T checks instructions.</p> <p>T monitors Ss' work.</p> <p>T plays the recording as many times as necessary.</p>
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Transition: Some tortoises and turtles are in danger of extinction. Karumbe is an NGO that protects turtles and tortoises in Uruguay and abroad.

(10 mins)	T asks Ss to go to the Tortoise Classroom in the link:	Ss use their computers or cellphones to go to	T monitors that Ss have the means to access the internet
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	<p>http://www.karumbe.org/actividades/aula-tortuguera?es</p> <ol style="list-style-type: none"> 1. What does Karumbe do? 2. What type of professionals take part in Karumbe? 3. What are the objectives Karumbe has? <p>There are 4 main types of turtles. In Karumbe's website there is information about them. Let's become experts in one type. Divide the class into 8 groups. 2 groups choose one type.</p> <p>T asks Ss to read and make a chart about the turtle.</p> <p>T asks the groups researching about the same turtle to get together and share their findings.</p>	<p>the Tortoise Classroom in the following link: http://www.karumbe.org/actividades/aula-tortuguera?es</p> <p>Ss answer some questions.</p> <p>Ss are told that there are 4 main types of turtles.</p> <p>Ss are divided into groups and work with one type of turtle.</p> <p>Ss read and create a chart with information about the turtle.</p> <p>Ss join with the groups that have the same turtle and share their findings.</p>	<p>and access the correct link.</p> <p>T checks instructions and monitors Ss work.</p> <p>T monitors and facilitates when necessary.</p> <p>T encourages Ss to join the other group and work together.</p>
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Transition: Now, choose a spokesperson and present about the turtle you became an expert in.

(5 mins)	T asks the four groups to present about their turtle in turns.	Ss present about their turtles.	T assesses orally or probes on unclear things.
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Follow p:

Projet- The Ninja Turtles

Have you ever heard about the famous cartoon “The Ninja Turtles”?

Do you remember their names? / Find out about their names and personal information.

Did you know that “The Ninja Turtles” were named after some famous artists from The Renaissance?

(Include an SOS Box with the pronunciation of both American and British accent)

Look for information about who they were, which their most well-known pieces of work were, why they became so famous.

The teacher will let you know how you will share your findings with the rest of the class.

Project- Uruguayan native turtle in focus - the morrocoy

Did you know?

Person who passed away with the tortoise falling from a bird beak.

About the geometric tortoise.

etc.

Theme : Nature consciousness

Topic: 8. Being naturist.

Aims:

- To practice and reinforce reading skills by doing different activities based on the text.
- To learn about a Naturist place in Uruguay and the lifestyle of the people who live there.
- To share our opinions about nature.
- To lower Ss' affective filters by working with the characters of the book.
- To practice and reinforce writing skills by making a post based on their experience at Tierra Pura.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T gives ss some situations related to nature. T asks ss to give pre-written opinions (in the form of a Likert scale). T asks ss if they know people who like naturalism.	Ss read about some situations and write their opinions regarding whether they feel identified or not. Ss use the Likert scale to give their opinions. Ss say if they know people who like naturalism.	T monitors and explains possible vocabulary Ss may not understand. T focuses on Ss' opinions monitoring their classmates attitude towards others' opinions.
Transition: Last weekend, I went to a naturist farm called Tierra Pura. It's close to Piriapolis. Here you have a brochure I brought to share with you.			
10 (minutes)	T asks ss to read the text. T asks ss to find Tierra Pura on the internet to know more about the place. The characters have some questions about Tierra Pura. Read the text and answer them.	Ss read the text and answer -Where is Tierra Pura? -What do they produce? -Which type of relaxing activities can you enjoy there?	T allows enough time for ss to get familiar with the text. T monitors ss' work and helps them in case it is necessary.

Transition: Lua, Nico, Emma, Salvador, Luis and Freddy are looking for a place to go. Let's read what they say.

(10 mins)	<p>T asks ss to read the situations and say who of them could go to Tierra Pura.</p> <p>T asks ss to get in pairs, compare their answers, choose one and say why.</p> <p>T asks ss to write the sentence on their notebooks.</p>	<p>Ss read the text and answer if the place is suitable for each situation.</p> <p>Ss get in pairs and compare their answers. Ss choose one of the situations and say why.</p> <p>Ss write the sentence on their notebooks.</p>	<p>T checks instructions.</p> <p>T allows enough time for ss to pair up.</p> <p>T checks whether ss are used to working with the dynamic of this activity.</p>
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Transition: Imagine you are one of the characters. Write a social media post saying what your experience there was like.

(5 mins)	<p>T asks ss to write the social media post on their experience at Tierra Pura. (T can create a closed Facebook page)</p> <p>T asks ss to share the post.</p> <p>If the school has a blog, the posts can be shared there.</p>	<p>Ss write a social media post based on their experience at Tierra Pura.</p> <p>Ss share the post.</p>	<p>T gets to an agreement with ss on how they will socialize the social media post they will be creating.</p>
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Follow up:

Project: Organic products made in Uruguay. Tierra Pura is a naturist place and they make a lot of organic cosmetics and products. Work with the science teachers, the geography teacher, and any other teacher who wants to participate in order to know more about how to produce naturist products. It is important to read about characteristics and properties of plants and herbs. Aboriginal medicine was based on this philosophy.

Make a blog, a brochure, a poster, a Facebook page or any other means to advertise the place.

Project: Naturist places all over Uruguay. Work with the geography and the arts teachers to find out other places in Uruguay that lead a similar lifestyle to Tierra Pura.

Make a blog, a brochure, a poster, a Facebook page or any other means to make the class aware of those places.

Theme : Nature consciousness

Topic: 11. Dying out

OBJECTIVES: At the end of the lesson Ss learn about animals in danger of extinction

ASSUMPTIONS: Sts. can recognize the animals.

ANTICIPATED PROBLEMS: Sts may have problems with the listening activity.

RESOURCES: loudspeakers – pictures-

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T. shows pictures of 3 animals: a panda- a tiger and a whale.</p> <p>T pastes the pictures on the board (beware that pictures should be big enough for Ss to see from the back)</p> <p>T. asks students to describe the animals, their abilities and anything they want to say about them. (This activity can be done orally or writing the info on the board around the pics).</p>	<p>Ss look at some pictures of animals.</p> <p>Ss describe the animals, their abilities and anything else they want to include.</p>	<p>T encourages Ss to look at the pictures and give their opinions.</p>
Transition: These three animals have something in common. What is that characteristic? (T elicits the fact that they are in danger of extinction).			
10 (minutes)	<p>T asks Ss how much they know about the three animals.</p> <p>After Ss make their guesses, T provides them with a chart to complete individually.</p> <p>T asks them to share the information with a classmate and see whether they agree or not.</p> <p>T asks them to go back to their seats.</p>	<p>Ss work with a chart with information about the animals and choose the correct option for each animal.</p>	<p>T monitors Ss' participation.</p> <p>T checks Ss' understanding of the chart.</p> <p>T leads Ss to share the information in pairs.</p>
Transition: Let's listen to a radio programme having a discussion about these three animals to check if your predictions were correct.			
(10 mins)	T plays the script once asking the students to pay attention to the listening only. (they do not have to look at their notes - T can ask the Ss to close their notebooks).	Ss listen to a radio programme and check their answers.	T makes sure that Ss pay attention to the listening activity and that they keep their notebooks closed.

	<p>T asks them what they remember about the animals.</p> <p>T asks Ss to listen to the recording again and check their answers, correct what they have to correct and complete whatever is not complete.</p>	<p>Ss say the things they remember about the animals.</p> <p>Ss listen to the recording one more time and correct their mistakes.</p>	T elicits answers.
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Transition: What do you think about these issues?

(5 mins)	<p>T provides Ss with some sentences. T asks Ss to read them and give their opinions.</p> <p>1. Pollution is the biggest problem in the world today. 2. It's wrong to kill animals to make fur coats. 3. We should use animals in circuses. 4. Wild animals can be used as "work machines".</p>	<p>Ss read some sentences and give their opinions using the given prompts. Ss are expected to use: I agree / I don't agree / I think / I feel.</p>	<p>T helps Ss to understand the sentences and encourages them to give their opinions.</p>
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Follow up:

Project - The panda and my favorite endangered Uruguayan animal- In the radio program, the host talks about the Pandas. They live in China. Why are Pandas so important in the Chinese culture? Chinese people see Pandas as a symbol of courage, friendship, tenderness. Nico is very interested in Chinese culture and the role of the panda in that culture. Look for information and create a poster to share. Also, include an animal that is in danger of extinction in Uruguay, find information and put that information onto the same poster. You can work with the geography teacher and any other teacher who wants to participate.

Theme : Nature consciousness

Topic: 12. Environment

Aims:

- To foster ss' reading comprehension skill.
- To enhance ss' awareness of social concerns such as environmental issues.
- To broaden ss' amount of vocabulary in order to provide them with more elements to express their ideas.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T writes the phrase “A Warming World” on the board.</p> <p>T tasks Ss what comes to their minds about the topic.</p> <p>T writes the phrases FOREST DEVASTATION OZONE LAYER ACID RAIN NUCLEAR WASTE DISPOSAL</p> <p>T tasks Ss to write all the ideas they have on the board (Marker talk activity).</p>	<p>Ss read a phrase from the board and give some information about the topics.</p> <p>Ss write their ideas on the board (Marker talk activity)</p>	<p>T focuses on Ss ideas about the topics and accepts them all.</p> <p>T encourages Ss to come to the board and share their ideas.</p>

Transition: You might be familiar with global warming. I I found this text about the issue.

10 (minutes)	<p>T gives a text about global warming to the students.</p> <p>T reading comprehension activity.</p>	<p>Ss read a text about Global Warming and answer some questions.</p>	<p>T acts as a facilitator in case Ss need help with the vocabulary from the text.</p>
(10 mins)	T. provides a chart	Sts complete the chart.	T monitors ss' work, helping them specially in terms of vocabulary required for this task
(5 mins)	T. gives a matching activity	Sts match some sentences.	

Follow up: Project: Joining a green club- Ss get together in small groups. Each group has to create a “club” in which they will do actions in favor of an environmentally friendly world. They can recycle, they can clean, they can act in favor of the planet.

Theme : Nature consciousness

Topic: 13. Organic garden

Aims:

- To work with the importance of growing an organic garden.
- To activate Ss prior knowledge by working with vocabulary about vegetables.
- To take an informed stand on the topic of organic gardening. To promote environmental consciousness by sharing information with Ss' families.
- To raise awareness of social issues that may influence ss' lives.
- To help ss develop as responsible citizens of the future.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T presents unscrambled letters face down for Ss to order. (Expected words: Organic garden)	Ss take the letters , and try to find the correct order of the letters to form the words: Organic Garden	T checks that Ss are able to find the expected words. (T may tell Ss that they need to find two words.)

Transition: What do you know about Organic Gardens?

10 (minutes)	<p>T asks Ss what they know about organic gardens.</p> <p>T asks ss what they use organic gardens for.</p> <p>T shows three pics in which ss see community gardens in other countries and in Uruguay.</p> <p>T shows Ss several pictures (or realia) pictures of different vegetables planted, for example: carrots, lettuce, onions,...</p> <p>T. elicits the names of these plants.</p>	<p>Ss answer about OG.</p> <p>Ss answer about the use of OG.</p> <p>Ss look at different pictures of vegetables and name them.</p>	<p>T monitors Ss' participation.</p> <p>T acts as a facilitator by providing the words Ss don't know.</p>
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Transition: More and more people use organic food and actually organic food is more expensive than ordinary food. The process makes the food more expensive. Let's read about it.

(10 mins)	<p>T gives ss a text in which they read about organic gardens and the process of organic food.</p> <p>T asks Ss to answer some questions related to the text.</p> <p>T tells Ss that in order to start an organic garden you need to follow different steps.</p> <p>T asks Ss to order the steps.</p>	<p>Ss read a text about Organic Garden and answer some questions about it.</p> <p>Ss work in groups and put in order the words to form sentences related to the process to start an Organic Garden.</p>	<p>T helps Ss in case they need some words from the text.</p> <p>T monitors Ss' while they work in groups.</p> <p>T acts as a facilitator in case Ss need help to find the correct order.</p> <p>T checks Ss' answers.</p>
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Transition: Due to the benefits organic gardens have I believe it's important to share them with your families and give organic gardens a try

<p>(5 mins)</p>	<p>T shares 5 benefits of organic gardening with the ss and asks them to rank them from the most important to the least important.</p> <p>T asks them to say why there is one that is the most important one.</p> <p>T asks ss to share those benefits with their families.</p>	<p>Ss are given some important sentences about the benefits organic gardens have.</p> <p>Ss rank the sentences from the most important to the least important.</p> <p>Ss give reasons for their choices.</p> <p>For example: I think saving money is the most important benefit because buying vegetables is very expensive.</p> <p>Ss are supposed to share the information with their families.</p>	<p>T helps Ss to understand the meaning of the sentences and checks instructions.</p> <p>T encourages Ss to order the sentences according to their own opinion.</p>
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Follow up: Ss and T create build organic gardens at the High School / Technical School and include aromatic plants such as:

saffron	echinacea	sunflower	lavender
basil	thyme	mint	rosemary

At a second instance they promote alliances with local authorities and neighbors to promote the creation of community organic gardens.

Once they get in contact and are allowed by authorities, they invite the school neighbors at a first instance.

Then they lead the Project to the whole community building organic gardens at local squares, neighbors gardens, and local avenues.

Theme : Nature consciousness

Topic: 14. Natural disasters

Aims:

- To raise awareness of natural disasters and how they influence people's lives.
- To learn about the actions we should and shouldn't do in case of a tornado.
- To reinforce reading skills by working with a text about tornados.
- To work with Ss social emotional learning by being empathic about stories of Dolores inhabitants.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>Teacher shows pictures of Natural Disasters and asks ss to match the pictures with the names of them.:</p> <p>FLOOD- DESERTIFICATION- HURRICANE- FOREST FIRE- ICEBERG MELTING- TORNADO EARTHQUAKE- VOLCANIC ERUPTION- DROUGHTS- GLACIER MELTING</p>	<p>Ss look at some pictures about Natural Disasters and match them with their names.</p>	<p>T checks if ss are aware of these natural disasters, regarding the work to be done on L2.</p>

Transition: Do you remember any natural disaster taking place in Uruguay? (Elicit Dolores tornado, Punta del Este tropical thunderstorm, floods in Salto, Artigas, Durazno, Florida and other parts of Uruguay. The droughts in different parts of U such as Canelones).

10 (minutes)	<p>T asks ss to identify which of the previous natural disasters are Nico, Lua and Emma writing about.</p> <p>Then, T asks them to read the first part of the text. What is the piece of information that strikes you the most?</p> <p>T asks ss to surf the Internet and find pictures of the disaster.</p>	<p>Ss read sentences about natural disasters and fill in the blanks with the right name.</p> <p>Ss read a text about a terrible tornado in Uruguay.</p> <p>Ss say which is the piece of information that strikes them the most.</p> <p>Ss surf the internet and find photos related to that tornado.</p>	<p>T checks ss understand not only the linguistic meaning of these natural disasters but also their social implications.</p>
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Transition: Have you ever been in a situation like this? What should you do if you were in a tornado?

(10 mins)	<p>T asks Ss to classify 6 actions into what they should or shouldn't do in case of a tornado.</p> <p>T asks ss to read the second part of the text and check their predictions.</p>	<p>Ss classify 6 actions you should and shouldn't do in case of a tornado.</p>	<p>T monitors ss' work and helps them to understand those numbers have a</p>
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	<p>T tasks ss to pay attention to these numbers and check the relevance of those numbers in the regrettable event of Dolores.</p> <p>2016: EF3:</p> <p>EF4 : 180 :</p> <p>330: 4:11:</p> <p>4:23:</p>	<p>Ss read the second part of the text and check their sentences.</p>	meaning far beyond figures.
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Transition: There were many heart-warming stories in the Dolores event. Read them, choose one and say why you think is the most appealing to you.

(5 mins)	<p>T provides ss with a text containing some stories of Dolores inhabitants.</p> <p>T tasks ss to read them all and choose the most appealing one.</p>	<p>Ss read some stories about Dolores inhabitants.</p> <p>Ss choose the most appealing one.</p>	T facilitates and assesses ss' work.
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Follow up:

Project: What was happening in the world in 1913? In the “Did you know” section you read about the first recorded tornado in Uruguay. It took place in 1913. Work with your history teacher, your science teacher and any teacher who wants to join in and search for information about what was happening in the world at that time. Include information, pictures and videos about those events. Choose some of those events to share them in a poster, or presentation of any kind.

Taking into account ss are keen on storms and tornadoes movies T works with a movie related to the topic: “Tornado” or “Into the storm”

Ss work with *pre-watching* activities such as:

- What do you expect to see in the movie?
- How do you think people may feel?
- What meteorological events may you see in the movie?

Ss work with *while-watching* activities:

- What are the main events in the movie?
- What natural disasters happened, related to the storm?
- How did people manage to face the meteorological events?

SS work with *post-watching* activities:

- Record yourself talking about what you saw in the movie and your point of view about the event.
- Create a brainstorming of ideas with the group, and draw a poster / leaflet for the class billboard.
- Compare what you saw in the movie and what happened in Dolores, in Uruguay.

Theme : Nature consciousness

Topic: 15. One day in the future

Aims:

- To activate Ss' prior knowledge by working with the Earth song by Michael Jackson.
- At the end of the lesson ss will be able to think and talk about the predictions for the future.
- To fuel students' creativity by means of designing their car of the future, a time machine or a letter to their future self.
- To promote autonomous creative writing.
- To raise ss' social awareness of the current environmental situation and its consequences for their future lives.
- To develop a sense of responsibility in ss' decisions about what they can do in terms of environmental care.
- To foster ss' imagination skill as a strategy to problem-solving situations.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T asks ss if they remember the song by Michael Jackson "Earth Song". In the video, MJ shows what's happening with nature and the possible consequences for the future. What consequences do you remember? (Ss can use the language from the previous lesson to help them).	Ss say if they remember the song by Michael Jackson "Earth Song". Ss mention the consequences they remember.	T checks if ss are actually aware of the main message conveyed in the song. T encourages ss to express their opinions, if possible in L2, but at this stage answers in L1 will be taken as valid.

Transition: The future is uncertain, but we can expect some consequences from the actions we are performing now.

10 (minutes)	T. shows a bag with pieces of paper that have predictions about the future. Ss get in small groups or pairs and take a strip of paper. The papers contain these phrases. <ul style="list-style-type: none">- Rivers will be contaminated.- People won't be able to breathe without oxygen masks.- Animals will exist only in nature reserves.- People will become conscious about the killing of animals.- Governments will spend money to protect water as a natural resource.	Ss work in groups. Each group takes a strip of paper and reads it out loud.	T asks ss to work in groups. T makes sure ss pay attention to the classmate who is reading aloud.
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	<ul style="list-style-type: none"> - Nature exploitation will diminish, be regulated and sometimes prohibited. - People will have to wear masks to walk on the streets. - Trees won't be green. - The sky will be dark. - There won't be living species in the sea. - There will be only artificial grass. - People will lead environmental manifestations to protect the Earth. <p>T asks ss to jot down ideas on how they could prevent or promote the situation on the paper to happen.</p>	<p>Ss come up with ideas to prevent or promote the situation on the paper to happen.</p>	<p>T fosters a respectful working environment in which ss can feel free and respected to express their opinions.</p>
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Transition: You had different situations that could happen in the future. Let's pretend we are all part of a nature organization. Let's meet and discuss solutions to all the problems.

(10 mins)	T asks ss to sit in a circle and each group presents the situation and the possible solutions to the situation.	Ss sit in a circle and each groups present the situation and the possible solutions to the situation.	T makes sure time is enough for every group to express their ideas.
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Transition: How do you see yourself in the future. Draw yourself and include three items or situations you predict about your future connected with nature.

(5 mins)	<p>T draws and writes a short text about themselves in the future.</p> <p>They present their predictions on the following class if they want to.</p>	<p>Ss draw and write a short text about the way they see themselves in the future.</p> <p>If they want, Ss present their predictions on the following class.</p>	<p>T encourages ss to express themselves as creatively as possible.</p>
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Follow up:

Project: the vehicle of the future- Teacher asks students to think about their future vehicle. T gives a chart with some vocabulary to help the students. Students draw their future vehicle. Students write a paragraph about their ideal vehicle for the future.

PRE WRITING-

IMAGINE YOUR IDEAL FUTURE VEHICLE. THINK ABOUT:

Number of wheels:

Fuel:

Number of seats:

Material:

Speed:

Other:

Draw your future vehicle according to your description.

WRITING-

Write a paragraph about your ideal vehicle for the future.

Project- Designing a time machine- Teacher asks Students to design a time machine. Students have to determine how the machine will work and what aspects of the future the machine will show them. Ss have to create pictures of what people will see while using the machine and they will describe that. An alternative could be to write down the instructions to use the machine.

Project- A letter to myself in the future. Ss write a letter to the future self and tell what they should know about their past and give him/her a message. Don't forget to include some information about your present, about your ideas about the future, your goals in life and anything else you want to add.

You can also refer to the project *a message in the bottle* (add page #)

Theme : Nature consciousness

Topic: 16. Electronic Waste

Aims:

- To raise awareness among Ss about the negative effects for the environment that electronic waste has.
- To connect students with local companies that recycle.
- To promote reading comprehension skills in a real context.
- To motivate Ss by creating a new way of doing the traditional True or False activity.
- To promote an interlanguage approach while reading texts in English, Spanish and communicate ideas in English.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T asks ss what they do with the old cellphone when they get a new one.</p> <p>T says, "OK I have other situations and let's see what you would do.</p> <p>T asks ss to answer the quiz. If most answers are an a, they are not green-friendly. If most answers are b they are somehow green-friendly. If most answers are c they are green.</p> <p>Look at the picture. What do you see in it? T elicits the concept of e-waste.</p>	<p>Ss say what they do with their old cell phone when they get a new one.</p> <p>Ss do a quiz. If most Ss' answers are an a, they are not green-friendly. If most answers are b they are somehow green-friendly. If most answers are c it means Ss are green.</p> <p>Ss look at a picture and describe what they see.</p>	<p>T acts as a facilitator here. It's important that the teacher can elicit Ss ideas.</p> <p>T checks instructions and monitors Ss' understanding of the quiz.</p>

Transition: OK, what do you think e-waste is? What does it include?

10 (minutes)	<p>T asks Ss to jot down some ideas in pairs and write one sentence describing e-waste.</p> <p>T asks ss to go to https://www.unenvironment.org/news-and-stories/story/turning-e-waste-gold-untapped-potential-african-landfills#:~:text=E%2Dwas,te%20generally%20ends%20up,near%20the%20centre%20of%20Accra.&text=Open%20dumping%2C%20burning%20and%20landfilling,human%20health%20and%20the%20environment. and check their definitions by reading paragraphs one and two.</p>	<p>Ss work in pairs and write a sentence describing e-waste.</p> <p>Ss visit a website and read the first and the second paragraph to check their definitions.</p> <p>Ss say whether they are familiar with recycling electronics.</p>	<p>T monitors Ss grouping.</p> <p>T checks that Ss are working on the correct webpage.</p> <p>T monitors Ss' work providing them with help to get the gist of the article.</p>
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	<p>T tasks Ss if they are familiar with recycling electronics.</p> <p>"There are some national companies whose focus is on recycling". Go to this website: https://www.werbaso.com/es/index and read the three first tabs.</p>	<p>Ss use their cellphones or computers to visit the given website and read the three first tabs.</p>	
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Transition: What do you know about this recycling company? Can you send the gadgets mentioned in the quiz to this company? (T elicits a positive answer). Let's organize the information.

<p>(10 mins)</p>	<p>T gives Ss a chart to complete after they read the text about werbaso. T asks Ss to read the text again if they have doubts.</p> <p>T gives Ss three papers. On one paper they put the T for true, on the second paper they put the F for false, on the third paper they put DK for don't know.</p> <p>T reads five sentences about Werbaso and if they think the sentence is true they raise the T paper. If they think the sentence is false they raise the F paper. If they don't know the answer they raise the DK paper.</p>	<p>Ss read a text about Werbaso and complete a chart.</p> <p>Ss can read the text a second time if they have doubts.</p> <p>Ss write a T for true on the first paper, an F for false on the second paper and a DK for don't know on the third paper.</p> <p>Ss stick one paper in each hand.</p> <p>Ss listen to the T and if what he/she says is True they raise the hand with the T paper. If it's false they raise the hand with the F paper. If they don't know the answer they raise the DK paper.</p>	<p>T explains the dynamic of the activity: Ss have to complete the left or the right side of the column.</p> <p>T monitors Ss understanding of the activity.</p> <p>T checks instructions before the activity.</p>
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Transition: How can you help Werbaso accomplish its mission?

<p>(5 mins)</p>	<p>T tasks ss to think of ideas to carry out locally in order to help Werbaso with their social responsibility mission.</p>	<p>Ss think of ideas on how to carry out locally an activity to help Werbaso.</p>	<p>T checks Ss performance and monitors Ss participation.</p>
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Follow up: Ss share with the rest of the class their ideas. They can create a presentation, poster or leaflet.

#LivingUruguay 2

LESSON PLANS

UNIT 6

CELEBRATIONS AROUND THE WORLD

AT THE END OF THIS UNIT, SS WILL BE ABLE TO:

- understand the various ways to celebrate and commemorate important dates.
- write and speak about important celebrations students like.
- give opinions about celebrations and festivals.
- use graphic organizers and thinking maps to do process writing.
- understand people speaking with different accents and varieties of English.
- work autonomously and research with the guide of the teacher.

Theme : Celebrations around the world.

Topic: 1. A 15th birthday party!

Aims:

- To lower Ss' affective filter by working with a topic connected to their lives.
- To promote Ss' speaking skills by asking them to talk about traditions related with 15th birthdays.
- To foster and improve listening skills by means of process listening.
- To provide Ss with an opportunity to work with reading and listening activities in L2, in a meaningful way.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T shows Ss two pictures. The pictures have two girls. Both of them are celebrating their 15th birthday. T asks Ss what the two girls have in common and what they are celebrating. T asks Ss different ways of celebrating their 15th birthday.	Ss pay attention to the pictures. Ss answer what the girls have in common. Ss jot down ideas about different ways of celebrating their 15th birthday party.	T acts as a facilitator by eliciting vocabulary. Ss may need to describe the pictures. T fosters as much Ss' participation as possible.

Transition: **Here's a list of traditions quinceañeras used to have some time ago.**

	T presents Ss with a list of traditions quinceañeras had. What are the things that are still in fashion? 1- Dance the waltz with relatives and friends. 2- Send an invitation card. 3- The quinceañera enters the ballroom with a court of best friends who hand in flowers and candles. 4- The quinceañera wears a white princess dress. 5- The quinceañera wears high heels. 6- The quinceañera gives away souvenirs to the attendees to the party. 7- Guests give the quinceañera presents that are kept somewhere in the ballroom until she goes and opens them. 8- There is a huge cake that the quinceañera serves after the main meal and at the end of the party.	Ss pay attention to the list of traditions. Ss mention the ones that are still in fashion.	T provides Ss with an opportunity to use English in a meaningful way. T provides Ss with an opportunity to use English in a meaningful way.
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	<p>9- The quinceañera gives away the candles to her significant others.</p> <p>10- The adolescents dress up for the first time and wear dresses and suits.</p>		
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Transition: As you can see there are different ways of celebrating the 15th birthday. Have a look at what Agustina has to say about her celebration.

10 (minutes)	<p>T asks Ss to predict things according to the picture they have of Agustina.</p> <p>Did she have a birthday party?</p> <p>Did she wear a traditional dress?</p> <p>Did her celebration include a cake?</p> <p>Did she dance the waltz with her relatives and friends?</p> <p>Did the guests give her a present?</p> <p>T plays the recording once and Ss listen and check their predictions.</p> <p>T plays the recording once more and Ss answer the questions.</p>	<p>Ss pay attention to the T's questions and predict the answers.</p> <p>Ss listen to Agustina and they check their predictions.</p> <p>Ss listen again and they answer the questions.</p>	<p>T encourages Ss' participation focusing in this case on fluency rather than on accuracy.</p> <p>T monitors Ss' work while working with the questions, providing them with help on both language and understanding of the meaning of the questions.</p> <p>T fosters an appropriate environment for a listening activity.</p> <p>T monitors Ss' performance.</p>
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Transition: Agustina celebrated her birthday according to her preferences. In which way would you like to celebrate your 15th birthday?

(5 mins)	<p>T asks Ss to look at the other picture and see the other quinceañera. This girl is from Mexico but lives in the US. How do people in other cultures celebrate their 15th birthday?</p>	<p>Ss look at another picture and see the other quinceañera.</p> <p>Ss say how the people in other cultures celebrate their 15th birthdays.</p>	<p>T fosters Ss' participation in L2 as they may have had enough input during the development of the lesson.</p>
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Follow up:

Project: Planning my 15th birthday party. Teachers ask students to think of their 15th birthday party. It does not matter if they are boys or girls. T asks Ss to take notes related to different items related to the party.

T asks Ss to present their plans to the rest of the class.

Theme : Celebrations around the world.

Topic: 2. New Year's Eve.

Aims:

- to expand students' cultural horizon by reading and understanding different traditions for New Years' Eve around the world.
- to use SEL by using the song "Firework" by Katie Perry and express their negative and positive feelings about situations in their lives.
- to promote the integration of the skills in which students read, talk, listen and write about an important social celebration.
- to give Ss an opportunity to express their feelings and thoughts about a social event shared by most (if not all) of their families.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T shows a calendar highlighting Dec 31st. T asks Ss how people celebrate New Year's Eve.	Ss guess why the T is showing part of a calendar. Ss say how people celebrate New Year's Eve.	T hooks Ss' attention. T fosters Ss' participation.

Transition: Do you know any traditions related to New Year's Eve?

10 (minutes)	T asks Ss to pay attention to some pictures about New Year traditions. T asks Ss to identify vocabulary related to the pictures. T tells Ss that the pictures are connected to New Year's Eve traditions and asks them if they are familiar with any of them. T provides Ss with headlines connected to the pictures. (There are two extra ones.) T asks Ss to connect pictures and headlines. T works with the correction on the board.	Ss try to identify the vocabulary related to the pictures the T is showing. Ss say if they are familiar with any of those New Year's Eve traditions. Ss connect pictures with headlines.	T fosters an environment of mutual respect from the very beginning of the lesson, taking into account possible different perceptions Ss may have about this special date. T monitors Ss' work.
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Transition: Have you ever tried any of these traditions? Would you like to try any of these traditions? Do you know how people celebrate New Year's Eve around the world?

(10 mins)	T tells Ss that Emma is working with a text about New Year's Eve. T asks Ss to help her with her HW.	Ss are told that Emma is working with a text about New Years Eve.	T checks if Ss are actually aware of the content of what Emma is reading.
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	<p>T tasks Ss to pay attention to some sentences.</p> <p>T tells Ss that there are wrong facts they have to correct.</p> <p>T tasks Ss to read the text and correct the wrong information in the given sentences.</p>	<p>Ss help Emma do her homework.</p> <p>Ss read the texts about the different traditions.</p> <p>Ss read some sentences related to the text and correct the wrong information.</p>	<p>T focuses on the idea of helping each other (Help Emma to...) apart from the linguistic work.</p>
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Transition: Some people listen to special songs on New Year's Eve.

(5 mins)	<p>T tells Ss they will be working with a particular song, and that they have to take into account what they've worked with during the lesson.</p> <p>(Firework by Katty Perry)</p> <p>T tasks Ss to pay attention to the song's name and try to guess or infer what kind of words and expressions may appear in the lyrics.</p>	<p>Ss pay attention to the name of the song.</p> <p>Ss give words connected to the song.</p>	<p>T checks and helps Ss with vocabulary they may need.</p>
Follow up: Working with the song.			

Theme : Celebrations around the world.

Topic: 3. A regional festival.

Aims:

- To enhance Ss' reading comprehension skills through the work with material about celebrations around our country.
- To enhance Ss' amount of vocabulary as a means of having more tools to express and develop their ideas.
- To reinforce Ss' sense of belonging to their homeplaces through working with celebrations that identify their provinces or regions.
- To enhance Ss' citizenship competence by making them aware of what and how people celebrate different activities in Uruguay.
- To provide Ss with the opportunity to talk about customs in their region that they may be proud of.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T shares with Ss the different provinces and some festivals and celebrations. T asks Ss to match the celebrations to the right province. T asks Ss to tell what provinces have no celebrations attached. T gives Ss a link to look for celebrations in those areas and complete a chart.	Ss look at some pictures of different celebrations and festivals and match them with the places they belong to. Ss say which provinces haven't got celebrations attached. Ss use their cell phones or computers to find more information about celebrations in those places and complete a chart.	T monitors that Ss are paying attention to the festivals and celebrations. T encourages Ss to look for information about the rest of the provinces.
Transition: As you can see there are several celebrations in our country. But there is one of them that is a National Festival involving adolescents like you. It's the Spring Fest in Dolores, Soriano. Let's have a look at some of the pictures we have here.			
10 (minutes)	T shares some pictures with the Ss and Ss name some of the things they see. 1- flower-covered motorized floats. 2- parade's theme 3- princess/prince 4- paper flowers	Ss look at some pictures and label the things they can see.	T focuses Ss attention on the pictures. T monitors Ss' work and provides vocabulary that Ss may need.

	<p>5- flannel sculptures/dolls. 6- marching bands.</p> <p>T encourages Ss to tell what they see in the pictures. T can divide the class into small groups so each group describes one picture.</p> <p>SOS BOX</p> <p>In the first picture I can see.... There is a.... There are.... In the foreground I can see... In the background, I can see. On the right / right, I can see. In the middle, I can see.</p>	<p>Ss describe what they see in the pictures.</p> <p>Ss are divided into small groups. Each group describes a picture. Ss use expressions from the S.O.S. box.</p>	<p>T encourages Ss to look for the names.</p> <p>T encourages Ss to use the ideas from the S.O.S. box to develop their ideas as fluent as possible.</p>
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Transition: Aren't the pictures gorgeous? I want to know more about the Spring Fest Parade in Dolores. Lua attended the parade last year. Let's see what she has to say about it.

<p>(10 mins)</p>	<p>T encourages Ss to read the text Lua wrote about the Spring Fest Parade in Dolores.</p> <p>Lua asks some questions to know how much they understood from the text.</p> <p>1- When does the Spring Fest Parade take place? 2- Where do people parade? 3- Where do people leave the floats during the lunch recess? 4- Who participates in the parade? 5- Where do they get the money to construct the floats and sow the costumes? 6- When do they choose the queen and the king of the celebration? 7- Is the celebration only one day?</p> <p>T tasks Ss if they know how much it takes to create those flower-covered motorized floats.</p> <p>Listen to Lua's friend and put the pictures/actions in order and answer the question.</p>	<p>Ss read a text that Lua wrote about the Spring Festival Parade in Dolores.</p> <p>Ss answer the questions related to the text to check their understanding.</p> <p>Ss say if they know how much it takes to create those flower-covered motorized floats.</p> <p>Ss listen to Lua's friend and put the pictures/actions in order and answer the question.</p>	<p>T helps Ss to recall some reading strategies they may have been working with. For example: understanding the meaning of a word by paying attention to the content of the paragraph.</p> <p>T encourages Ss to be as creative as possible.</p> <p>T helps Ss to develop their listening skill.</p>
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Transition: Now you know about the Spring Parade in Dolores. What festivals do you have in your area?

(5 mins)	T tasks Ss to work in groups and search for information about any festival or celebration they have in their area. It can be a national celebration with a particular way of celebrating in their area.	Ss work in groups and search for information.	T motivates Ss to search for information and monitors work while Ss work in groups.
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Follow up: T goes through all the activities in the book about Fiesta de la Primavera de Dolores.

Theme : Celebrations around the world.

Topic: 4.Honoring death in other cultures.

Aims:

- To foster collaborative work by asking students to come up with ideas to honour and celebrate the dead.
- To connect students to some unusual ways of celebrating death.
- To give opinions about ways of honoring and celebrating the dead.
- To develop Ss' reading skills by means of working with material related to celebrations about death.
- To motivate and lower Ss' affective filters by working with a movie they may know.

Stage	T's action	Ss' actions	Assessment				
Uncovering the topic of the lesson (7 mins)	<p>T shows Ss a picture of a sugar skull and asks if they know what it represents.</p> <p></p> <p>T writes "Honoring and celebrating the death"</p> <p>T asks Ss to go through a text and find 5 ways of celebrating death around the world. T asks Ss to get just the name of the celebration and the country.</p> <p>https://www.talkdeath.com/cultures-that-celebrate-death/</p> <table border="1" data-bbox="262 1448 723 1583"> <tr> <td>Celebration name</td> <td></td> </tr> <tr> <td>country</td> <td></td> </tr> </table>	Celebration name		country		<p>Ss look at a picture of a sugar skull and say if they know what it represents.</p> <p>Ss read a text and find 5 ways of celebrating death around the world.</p> <p>Ss complete a chart with the name of the celebration and the country.</p>	<p>T checks that Ss pay attention to the picture.</p> <p>T focuses Ss' attention on the title.</p> <p>T monitors that Ss work on the requested link.</p>
Celebration name							
country							

Transition: OK. These are culturally different ways of celebrating the passing of a beloved one. Let's focus on 2 that have been popular in social media in Uruguay.

10 (minutes)	<p>T invites Ss to go back to the text and read about the celebrations in Ghana and the celebrations in Mexico.</p> <p>Which of the two celebrations would you like to see? Why?</p>	<p>Ss go back to the test and read about the celebrations in both Ghana and Mexico.</p> <p>Ss say which celebration they</p>	<p>T encourages Ss to go back to the text and share their opinions.</p>
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	What do you know about the origin of the celebration? Look for information in the text and on the Internet.	would like to see and why. Ss say the things they know about the origin of the celebration. Ss read the text and search for more information on the internet.	T helps Ss with vocabulary they may need to express their ideas.
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Transition: Celebrating death in the Mexican way has been immortalized in several films. One of the last films was Coco.

(10 mins)	T asks Ss to read the plot from Coco and answer some questions. Plot: https://www.imdb.com/title/tt2380307/plotsummary 1- Who is Miguel? 2- What does his family want him to do? 3- Who is Miguel's good friend? 4- Who is Coco? 5- Why was Miguel's trip to death important? 6- What did Miguel discover?	Ss read the plot of the movie Coco and answer some questions.	T focuses Ss' attention on the plot of the film. T acts as a facilitator helping Ss with vocabulary.
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Transition: Death does not need to be something sad. For many cultures the dead take care of us. How would you celebrate death?

(5 mins)	T asks Ss to get in groups and share one idea of how they can honor and celebrate the dead. They share the ideas in the small groups. If time allows and if students want, 2 or 3 volunteers can share with the whole class. (Important note: the teacher should know that it is ok to say to the students that feeling sad is ok. It's part of life. There is no need to hide the feelings but it is good to remember the good moments lived with the ones who already passed).	Ss work in groups and share ideas of how they can honor and celebrate the dead. Ss share the ideas with the whole class.	T monitors grouping. T encourages Ss to share their work with the rest of the class.
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Follow up: T may invite the Ss to watch the film Coco and work with the film. It's important to plan pre-while and post activities.

Theme : Celebrations around the world.

Topic: 5. Native celebrations.

Aims:

- To practice listening and reading skills.
- To make Ss acquainted with an example of the native celebration: "Inti Raymi".
- To make Ss reflect about the cultural importance of ancient traditions.
- To learn about a current native celebration in comparison to how it was celebrated in the past.
- To introduce vocabulary about celebrations.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 min)	The T sticks 2 pictures on the board: the sun and the Earth. She also writes 2 words: "Pachamama", "Inti" and asks the students what they have in common.	Ss have a look at the pictures and the words and try to find the connection.	Oral assessment. The teacher leads the Ss to discover the topic that is the Inti Raymi sun festival.

Transition: Do you know how indigenous people celebrate their beliefs? What do they do? Let's watch a video about the Inti Raymi sun festival.

(8 min)	T plays the video and asks the students to pay attention to the images and to the celebration.	Ss watch the video and share ideas regarding what these people do to celebrate.	Oral assessment. T asks more questions to check how much attention Ss paid to the images: musical instruments, clothes, landscape, colors.
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Transition: Let's go deeper into the Raymi Celebration and find out some details.

(10 min)	T plays the video again for the students to complete a table with information.	Ss watch the video again and complete the table.	T plays the video and the students raise their hands when the piece of information required appears.
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Transition: Inti Raymi is still celebrated. Do you know how? Would you like to discover it?

(12 min)	T invites Ss to read the text in pairs and choose the correct options.	Ss read the text and choose the correct option according to it.	T listens to the Ss options to check the answers.
(10 min)	T tasks Ss to match the words in bold in the text to the corresponding definitions.	Ss read the text to understand the	T checks the Ss answers.

		meaning of the words and then match them with the corresponding definitions.	
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Follow up: The teacher invites Ss to look for information about charrúas customs and celebrations. the teacher suggests going through this link:

<https://sites.google.com/site/flaviodanesse/uruguay-1/charruas>

Ss then share with their classmates what called on their attention.

Theme : Celebrations around the world.

Topic: 6. Labor Day.

Aims:

- To reinforce Ss' reading skills.
- To make Ss reflect about rights and obligations for workers.
- To present vocabulary about Labor Day.
- To provide the Ss with an opportunity to learn about the history and celebration of Labor day.

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Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (6 mins)	The teacher shows pictures of different Labor Day celebrations. The teacher elicits ideas about the pictures from students.	Students look at the pictures and make comments about what they see.	The teacher makes sure that Ss realize that the pictures are illustrating a worldwide celebration.

Transition: Workers have rights and obligations. Can you mention some?

(10 minutes)	The teacher asks the students to work in pairs and classify the ideas into rights and obligations.	Ss work in pairs and decide if the ideas given correspond to rights or obligations of workers.	The teacher checks that Ss understand the difference between rights and obligations.
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Transition: These rights were not always present, workers all over the world had to fight to conquer them

(12 mins)	The teacher asks Ss to read the text and match the words to their corresponding definitions.	Ss read the text and do the matching activity.	Teacher asks Ss to read the words and the definitions to check accomplishment of the activity.
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Transition: How much do you know about the history and celebration of Labor Day?

(9 mins)	The teacher asks Ss to read the text again and order the events chronologically.	Ss read the text and number the events from 1-5.	Ss share and compare their answers with a peer first and then the teacher monitors the correction of the activity
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(8 mins)	The teacher explains Ss how to complete the mind map about Labor Day	Ss complete the mind map with information about Labor Day.	The teacher checks what Ss wrote in the mind map.
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Follow up: Ss present their mind maps to the class explaining what they have done.

Theme : Celebrations around the world.

Topic: 7. National historical dates.

Aims:

- To work with national historical dates.
- To revise dates and how to say and write them.
- To learn how people celebrate the national historical dates in different parts of the country.
- To write events and dates chronologically in a timeline.
- To write a short paragraph about a historical date.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T elicits the national historical dates from the Ss. writes on the board the 5 national historical dates and asks Ss if they know what is commemorated on those dates.	Ss mention the national historical dates they remember.	T listens to the Ss to see how much they remember about the history of Uruguay.
Transition: The teacher writes the five national historical dates on the board and asks Ss what is commemorated on those dates: -19th June, 1764 -18th May, 1811 -19th April, 1825 -25th August, 1825 -18th July, 1830			
(6 min)	T tasks Ss to match the dates with the corresponding events: -Artigas' birthdate -The Battle of Las Piedras -The Landing of the 33 Patriots -Independence Day -Constitution Oath	Ss do the matching activity.	T invites Ss to come to the board to match the dates with the national historical dates to check the activity.
Transition: Do you know how to say the dates in English?			
(9 min)	T explains the correct ways to say and write the dates in British and American English and asks Ss to write the dates in both ways.	Ss practice writing and saying the dates using American and British formats.	T checks that Ss know how to write and say the dates.
Transition: Let's learn more about the National historical dates! Do you remember what happened on those dates?			

(6 min)	T tasks Ss to read the first text about The Battle of Las Piedras and match the two halves of the sentences.	Ss read the first text to understand what happened in The Battle of Las Piedras and match the two halves of the sentences.	T listens to the Ss reading the sentences to check that they understood the text.
(6 min)	T invites Ss to read the second text and look for some information required in a table.	Ss read the second text and complete the table with information from it.	T asks students to complete the table on the board.
(8 min)	T tasks Ss to work in pairs to read the last text and answer some questions.	Ss read the last text and answer the questions about Independence Day.	T asks students to read their answers aloud to check comprehension of the text.
(5 min)	T tasks Ss to work in pairs to complete the timetable with the events that happened each year.	Ss read the three texts and look for the years and complete with the corresponding events that happened each year.	T asks Ss what happened each year and they provide their answers.
<p>Follow up: Look for information about Artigas' birthdate or Constitution Oath and write a short paragraph about it. You may want to work with your history teacher as well. Remember to include: what happened, who were involved, when was it, why this date was important.</p>			

Theme : Celebrations around the world.

Topic: 8. Woodstock.

Aims:

- To work with two important festivals in history.
- To find similarities and differences between two festivals.
- To raise awareness about the importance of history in music festivals.
- To learn different verbs that describe how to spot something in a text (circle, underline, highlight, tick).
- To describe pictures.
- To have the opportunity to work interdisciplinary.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows two pictures: one of Woodstock festival and the other of Lollapalooza. and asks the students to guess the decade in which they were taken.</p>  	<p>Ss look at the pictures and guess the decade.</p>	<p>T makes sure that the Ss realize that the pictures correspond to two massive festivals from different decades.</p>

Transition: How much do you know about these kinds of festivals? Let's read about them.

5 (minutes)	T asks the students to scan the texts about the two festivals and find different elements (years, type of music, cities, numbers).	Ss read scan the texts and circle, tick, underline and highlight the different words.	T asks the students to provide their answers and expand them.
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Transition: Now let's read the two extracts in detail to find differences and similarities between the two festivals

(10 mins)	T tasks Ss to read the two texts and complete a Venn Diagram with similarities and differences.	Ss read two short texts about the festivals to find similarities and	T checks that Ss understand the main ideas of the texts.
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		differences. They complete a Venn Diagram.	Correction is done on the board.
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Transition: These pictures correspond to the Woodstock festival. Let's learn more about it.

(5 mins)	T shows pictures of the Woodstock festival.	Ss describe the pictures. They write a short description including what people are wearing and doing.	Ss read their descriptions aloud and the rest of the class has to guess what picture is being described.
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Follow up: Project “Our festival”

Theme: Celebrations around the world.

Topic: 9. Massive celebrations.

Aims:

- To talk about massive sport celebrations.
- To make students acquainted with a famous US celebration like the Super Bowl.
- To see the cultural similarities between soccer and American football in the celebrations of the finals.
- To write a short text about a massive sports celebration.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 min)	T plays the song: "Cielo de un solo color" and asks Ss what it means. She asks them if they like watching the Uruguay national team playing. T asks Ss to draw what they feel when they listen to the song.	Ss listen to a part of the song and express ideas of what it means for them. They draw what comes to their minds when they listen to it.	Oral assessment

Transition: Why do you think it is important for Uruguayan people to watch the national team playing?

(6 min)	T asks them to get in pairs and make a list of things Uruguayans usually do when our national team plays an important match.	Ss get in pairs and write the list.	Ss read their lists and the teacher writes the main ideas on the board.
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Transition: In the U.S there is a sport event that also paralyzes the country. Do you know the name of the event or the sport played?

(6 min)	T shows pictures of the Super Bowl and asks Ss to say what they see there. T also asks if that sport is similar to soccer.	Ss look at the pictures and say what they see. If they know about them, they mention differences between American football and soccer.	Oral assessment.
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Transition: Let's see how Americans celebrate the Super Bowl

(10 min)	T asks Ss to read a text about the Super Bowl and answer some questions.	Ss work in pairs, they read and find the answers in the text.	Ss read their answers aloud. T listens to the Ss and writes the answers on the board.
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(8 min)	T explains to Ss that they have to look for information about three Super Bowl celebrations in different years and complete a table. Then, she asks Ss to write some sentences with that information.	Ss search the net and complete the table with the information about the mentioned celebrations. They write some sentences with the information they found.	Ss read their sentences and the teacher checks that sentences are correct.
(10 min)	Tasks Ss to work in groups to write a text about what people do in Uruguay when the national team plays.	Following the example given in the text, Ss working in groups, write a similar one about how Uruguayans celebrate when the national team plays.	One student from each group meets another, different from his/hers, to share their written production. T monitors.
Follow up: Ss talk with their family members to find out if they know about the Super Bowl and what they know about the celebration.			

Theme : Celebrations around the world.

Topic: 10.Sports events.

Aims:

- To work with mixed skills.
- To know about different places where the championship took part
- To know about the first in our country

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	The T shows pictures about the Football World Cup and different famous football players, asking sts. if they know them: when and where did they play	Answer according to their prior knowledge and they can add where that footballers are from.	Oral assessment.
Transition: using cards with names of countries and years, students find a partner to work with.			
10 (minutes) Warming-up	Now sticks on board an image about the first championship played in Uruguay in 1930. The t gives sts. some cards with different countries and years, where and when the following football world cup took place. Gives a written paragraph and after sts.read in pairs, produce dialogues to check information.	Students have to find the partner : place and year and sit in pairs. Ex: Uruguay-1930 México-1986 Italy- 1990 USA-1994 Read , understand and check information	While they look for the correct partner: revise vocabulary. oral assessment, checking prior ideas.
Main activity (15 min.)	Asks sts to continue working in pairs and write a short paragraph about the football world championship according to the cards they have.	To develop writing skill.	Writing assessment improving vocabulary.
(5 mins)	While sts.write the T goes around giving some necessary help.	Can search information on their cell phones.	Enhace vocabulary
Follow up: sts.can look for more information and make a poster about the championship they wrote about.			

Theme : Celebrations around the world.

Topic: 11. Online events

Aims:

- To work with a special situation – from COVID
- To talk about resilience
- To develop writing and reading skills

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (10 mins)	Asks sts. if they like to watch concerts, festivals or other events online. -What do you need to connect and participate? While students answer, complete a Brainstorming on board.	Answer and give examples about different events online.	Oral assessment. Dialogues: interaction T-S
Transition: sts.come to the board and add information about concerts or other on line events.			
(10 mins)	Sticks on board a label, that can be: YEAR 2020 COVID PANDEMIC in order to give the chance to add more specific examples. Explains how everyone around the world been forced by the situation to change and adapted to this situation, resignifying the idea of resilience.	Can share more ideas and concrete events they saw on line during this period.	Oral assessment.
Transition: T and sts.comment about different events they saw on line during this time at home. t shows a picture of the group Coldplay.			
(15 mins)	Shares a brief text with an example about a recital, reads and encourages students to look for this event on their devices, in order to add more information. - Now, what about some similar events you know??	Working in pairs, after reading, look for more details about this event , write some sentences and share with the rest of the group, so all together can add more details.	Reading assessment Enhace vocabulary. Writing assessment.

Topic: 12. Imported celebrations.

Aims:

- To talk about celebrations and festivals.
- To learn more about celebrations in Uruguay.
- To read about a worldwide celebration.
- To express which kind of celebration each one prefers.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (10 mins)	Using a map of Uruguay and labels with the name of some celebrations and festivals, the T asks sts. to come to the board and stick in the map where this festival takes part.	Come to the board and stick in a correct way in the map the name of each celebration.	Oral assessment. Reading.

Transition: the T asks sts if they know other celebrations we have, but are originated in other places.

15 (minutes)	Sticks on board images of different places in the world where people celebrate Christmas in different ways, and asks students to make sentences noticing the differences. Goes around giving some necessary help and encouraging students to look for more information in their devices or interacting with some partners.	Write sentences on their notebooks explaining the differences they notice from the images. Searching for information and interact with different partners.	Writing assessment. Speaking assessment.
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Transition:

(10 mins)	Shares with the students a written text about the origin of Christmas, she/he reads and encourages students to read, too.	Listen while T reads. Read.	Listening skill. And develop reading skill.
10 mins	Asks sts: -How do you celebrate in your family? -What do you prefer to eat? -Do you stay at home? Or you prefer to go out? PLEASE: write some ideas to share with us.	Answer telling about their preferences. Write a short paragraph.	Answering. Speaking Writing skill.

Theme : Celebrations around the world.

Topic: 13. Celebrating success.

Aims:

- To provide Ss with some cultural insights about a social celebration that identifies the American culture, and it's worldwide known.
- To promote problem-solving skills by asking the students to plan a meal.
- To enhance Ss' reading and listening skills by working with audiovisual and written material about the topic of the lesson.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows Ss some pictures about different elements related to Thanksgiving day. T asks Ss if they know what these elements have in common or what type of celebration they have. (T elicits Thanksgiving)</p> <p>T invites Ss to read the did you know box in which the concept of Thanksgiving is explained.</p> <p>Thanksgiving is a compound word that is formed with Thanks and giving. People give thanks for the crops and for abundance just before winter starts.</p>	<p>Ss pay attention to the pictures. Ss tell the teacher if they know what the elements have in common.</p> <p>Ss read the “Did you know...?” box.</p>	<p>T monitors Ss' work taking into account there might be some Ss that have never heard about this celebration.</p> <p>T guides Ss in both processes, understanding of language and content of the celebration.</p>

Transition: Have you ever read or have you ever watched about Thanksgiving day? I found an article sharing 10 facts about Thanksgiving.

10 (minutes)	<p>T invites Ss to read the text and choose one fact that sounds interesting to them.</p> <p>Then, T questions Ss if they know what pardoning the turkey consists of. (It is expected that most Ss will say no).</p> <p>T encourages Ss to go and find a video in which the US president pardons a turkey. This is former president Obama pardoning the turkey: https://www.youtube.com/watch?v=78ofgmnAj1Q</p> <p>T invites Ss to watch the video.</p>	<p>Ss read the text and choose a fact that sounds interesting to them.</p> <p>Ss listen to the teacher and answer if they know what pardoning the turkey means.</p> <p>Ss go to the internet and find the video.</p>	<p>T guides Ss into understanding the cultural background of the “10 facts”</p> <p>T encourages Ss to express their opinion about the “pardoning the turkey” custom, regardless most of them may not know about it.</p> <p>T promotes an appropriate atmosphere for a</p>
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			watching and listening activity.
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Transition: Pardon the turkey is one of the traditions in Thanksgiving, but cooking and having a meal with family and friends is a big Thanksgiving tradition.

(10 mins)	<p>T tells Ss that Lua's mother has prepared a recipe for Thanksgiving. She is cooking turkey for the first time. She is preparing Mustard and herbs turkey.</p> <p>T asks Ss to look at the picture and say if it looks delicious or not.</p> <p>T encourages Ss to write a sentence expressing what they think. <i>E.g. I think it's delicious because it is crunchy.</i> <i>It seems to be tasty.</i></p> <p>T invites Ss to guess what they could include to prepare this mustard and herbs turkey.</p> <p>T asks Ss to listen to Lua's mom and circle the ingredients they guessed.</p>	<p>Ss pay attention to the teacher.</p> <p>Ss look at the picture and answer if the turkey looks delicious or not.</p> <p>Ss write sentences expressing what they think.</p> <p>Ss guess what they could include to prepare this mustard and herbs turkey.</p> <p>Ss listen to Lua's mother and circle the ingredients they guessed.</p>	<p>T fosters a friendly environment to make Ss feel comfortable so as to get ready for the following activity.</p> <p>T encourages Ss to give their opinions, to enhance Ss' oral skill and to recycle the use of specific vocabulary.</p> <p>T guides Ss into creating sentences that may include their thoughts but also the reasons for their choices.</p> <p>T emphasizes and prizes Ss' correct predictions.</p>
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Transition: Great! How would you cook the turkey? Would you include mashed potatoes, salad, fries or roasted vegetables? What veggies options would you prepare?

(5 mins)	<p>T asks Ss to think of different ways of celebrating thanksgiving. They have to choose the food, who to invite to the dinner and what to thank for. How much money do you need to prepare this meal?</p>	<p>Ss think of different ways of celebrating thanksgiving.</p> <p>Ss need to choose the food, who to invite and what to thank for.</p>	<p>T encourages Ss' participation.</p> <p>They will be not only enhancing their oral skill, but also using the vocabulary and expressions worked with, in a meaningful context.</p>
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Follow up: There are still different facts about Thanksgiving that have not been mentioned or discussed. Take one, and in group research more about it. For next class make a presentation to the rest of the group.

Project: Thanksgiving bookmarker: On Thanksgiving people thank the crop and abundance. More modernly, people are thankful for their jobs, their families and health. What would you be thankful for? Write a strip of paper saying "I thank..." and make a bookmark with it.

Project: Giving thanks or celebrating success in Uruguay: Do you know any celebration or festival that celebrates success here? What do you know about the event? Where does it take place? What do people celebrate? (For example- graduation ceremonies).

Theme : Celebrations around the world.

Topic: 14. Farewells.

Aims:

- To promote listening skills by working with 4 short listening texts about the characters.
- To plan Ss' own farewell party indicating what they want to do, where they want to celebrate and what they want to eat.
- To link this book with the one we have in third grade.
- To use predictions as a cognitive strategy.
- To foster Ss' oral skills by asking them to present the ideas they have for the farewell.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows a picture of the four characters in a video call.</p> <p>T asks Ss to tell what they are doing. T elicits that they are in a video call.</p> <p>T encourages Ss to say why they think they are in this call. T accepts all answers.</p> <p>T shows the name of the video call and it says "farewell".</p> 	<p>Ss look at a photo of the four characters in a video call.</p> <p>Ss say what the characters are doing.</p> <p>Ss why they believe they are in this call.</p> <p>Ss look at the name of the video call.</p>	<p>T encourages Ss to share their ideas.</p> <p>T reminds Ss there are not right or wrong answers.</p> <p>T promotes Ss' participation.</p>

Transition: Why do you think the video call is called farewell? When do you plan farewells?

10 (minutes)	<p>T invites Ss to give options to set farewell parties.</p> <p>e.g. - when one person leaves. - when the end of the year approaches. - when a person retires.</p> <p>T challenges Ss to discover why. (T elicits "because the end of the school year is approaching")</p> <p>T tells Ss that there are different ways of doing a farewell. Each of the characters has a different one. Listen to them and see what each of their classes prepared.</p> <p>Nico: an outing</p>	<p>Ss give options to set farewell parties.</p> <p>T guess why they are setting a farewell party.</p> <p>Ss listen to characters to see</p>	<p>T encourages Ss to participate, focusing on fluency rather than on accuracy at this stage.</p> <p>T fosters as much Ss' participation as possible.</p>
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	<p>Emma: eating out Lua: a costume party Freddy: a bonfire.</p> <p>T asks Ss to listen to them again and complete a chart.</p>	<p>what each of their classes prepared for the farewell.</p> <p>Ss listen to them again and complete a chart.</p>	<p>T focuses Ss' attention on the listening comprehension activity.</p> <p>T checks understanding.</p>
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Transition: What about you? What would you do to celebrate the end of the school year?

(10 mins)	<p>T asks Ss to get in 5 groups.</p> <p>T asks Ss to think why they want to celebrate, where they want to go, when they want to go and what they want to do there.</p>	<p>Ss get in 5 groups.</p> <p>Ss think of the reasons they have to celebrate, they plan where they would like to go, when and what they would like to do there.</p>	<p>T monitors grouping.</p> <p>T acts as a facilitator helping Ss with necessary vocabulary.</p>
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Transition: Now let's see what you planned and let's choose the best option.

(5 mins)	<p>T encourages the 5 teams to present their proposals and to choose 1 to do.</p>	<p>Ss share their ideas and choose 1 to do.</p>	<p>T leads Ss to participate and encourages Ss to listen to each other's ideas.</p>
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Follow up: The characters give a farewell speech to the students.

Freddy: Thanks for being with us one more year. I really loved sharing this year with you all and telling you about my passion for music and entertainment. Next year we will have more stories to tell and enjoy. Keep with us!

Nico: I don't want to say good-bye, I prefer telling you.... see you soon! It was so rewarding to have shared these years with you. Thanks for your support with my ideas. I really felt it! As when I told my dad that I wanted to work as a baby-sitter. I know you understood what my purpose was. Don't you feel we have grown together? I do!

Lua: It was a wonderful year, full of joy and excitement. Thanks for being part of it and for doing your best and being the best version of yourselves. I'm looking forward to seeing you all next year!

Emma: I couldn't have enjoyed this year more. It was great to be together and learn about so many things. What I enjoyed the most was learning about Uruguay. I'm sure next year we will learn more about our beautiful country. I wish you all the best for next year.