TEACHERS' USEFUL GUIDE FOR ELEMENTARY LEVEL (NIVEL PRIMARIO)

BEE PROGRAM

Empowering English Educators



Teachers' Useful Guide for Elementary Level (Nivel Primario)

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Dear teacher,

We are providing you a simple but useful guide which is aiming to help you on your process of teaching English, become aware of innovative methodologies to teach English, become familiar with the topics stated in the CNB and overall, to help you in your teaching experience in the elementary level of the Guatemalan Education System.

We expect that these compiled lesson plans and flashcards will become useful for you and your students when in class, as they are easy to understand and to work with.

With this guide you could create activities based on lesson plans and the images, make students practice in pairs, in groups, create class projects and presentations, and many other ideas. Just make sure that all of what is instructed on this book is a guide, you are the one who decides what changes to make, how to apply the activities based on your context, on the number of students you have, on the level of English they have, on their motivation, and again, based on the school year, if it is for "primero primaria, for "Segundo primaria", etc.

Finally, we encourage you to experiment and apply as many ideas as you can. Not everything is set on a stone here. Also, seek help from your peers, remember that "two heads are better than one".

Estimado (a) docente,

Estamos proporcionándole una guía sencilla pero útil que tiene como objetivo ayudarle en su proceso de enseñanza del inglés, tomar conciencia de metodologías innovadoras para enseñar inglés, familiarizarse con los temas establecidos en el CNB y, en general, ayudarle en su experiencia de enseñanza al nivel primario del sistema educativo de Guatemala.

Esperamos que esta compilación de planes de lecciones y *flashcards* sean útiles para usted y sus estudiantes en clase, ya que son fáciles de entender y de trabajar.

Con esta guía, usted podría crear actividades basadas en los planes de lecciones y las *flashcards*, hacer que los estudiantes practiquen en parejas, en grupos, crear proyectos de clase y presentaciones, y muchas otras ideas. Solo asegúrese de que todo lo que se instruye en este libro es una guía, usted es quien decide qué cambios hacer, cómo aplicar las actividades según su contexto, el número de estudiantes que tiene, el nivel de inglés que tienen, su motivación, y sobre todo el grado en el que están, si es para primero primaria, segundo primaria, etc.

Finalmente, le animamos a experimentar y aplicar tantas ideas como pueda. No todo está escrito en piedra aquí. Además, busque ayuda de sus colegas, recuerde que "dos cabezas piensan mejor que una".

Apuntes metodológicos

Propósito de esta guía.

Estimado docente, el propósito de esta guía es que le sirva como una herramienta para impartir la clase de inglés en sus salones de cualquiera de los grados del nivel primario. El enfoque es desarrollar toda una metodología para el vocabulario en el idioma inglés, el cual está puramente basado en lo que dictamina el CNB.

¿Cómo entender esta guía?

Es importante notar que esta guía está brindado un total de 30 temas del idioma inglés, mayormente relacionados al vocabulario. Es decir, no hay temas de gramática, de lectura, de escucha u otra. Como se dijo anteriormente, todos los contenidos están basados en el CNB. Dichos contenidos están distribuidos de la siguiente manera: los primeros 5 contenidos están planificados para el primer grado, los siguientes 5 para el segundo grado, y así sucesivamente. Sin embargo, no quiere decir que solo esos 5 temas van a enseñarse en ese grado, solamente, por cuestiones de organización se ha desarrollado de esa manera. Esto también quiere decir, que se debería de enseñar los 30 temas durante un ciclo escolar tomando en cuenta el grado y el contexto.

¿Cómo entender la lección?

Una lección está dividida en tres partes: parte inicial, principal y final. Cada una de ellas tiene un propósito:

1. **Parte Inicial – Start.**

   Esta parte se enfoca en dos propósitos: presentar y explicar. Presentar el conjunto de vocabulario a los estudiantes para que tengan un acercamiento a lo que van a aprender, practicar o repasar. Explicar el conjunto de vocabulario, pero no traducir específicamente si no, más bien, pronunciar el vocabulario de forma correcta a los estudiantes mientras se muestra una imagen de la palabra.

Pueda ser que por falta de recursos no se pueda adquirir imágenes para cada grupo de vocabulario, sin embargo, hay ideas simples que puedan ayudarnos a lograr dicho objetivo. Puede pedir a los estudiantes que elaboren un dibujo cada uno sobre el vocabulario. También, con antelación, puede pedir a los estudiantes de los grados, que elaboren por grupos ciertos vocabularios, y que dicho vocabulario pueda ser utilizado en todos los grados (idea tomada de una maestra de la ciudad capital).

2. **Parte Principal – Main Part.**

   En simple palabras esta parte trata sobre la práctica, la repetición del vocabulario en varias formas. Ya se repitiendo con el docente, repitiendo sin conciencia (a modo de adquirir la pronunciación), repitiendo con conciencia, cualquier forma que involucre que el estudiante repita las palabras para que gane confianza en la pronunciación. Aquí es necesario ejecutar dos actividades. Ejemplo de actividades: utilizando flashcards, los estudiantes repiten el vocabulario, luego las intercambian y practican con otros, otra actividad es la de en hileras de 4 o 5 estudiantes, a modo competencia, los estudiantes repiten una palabra, uno tras otro hasta llegar al último, otra actividad es donde, en parejas, un estudiante señala a una imagen y el otro dice la palabra, y así sucesivamente.

3. **Parte final – Closure.**

   Esta parte sirve con dos propósitos. Una es la de contextualizar el vocabulario y la otra de evaluar. Contextualizar el vocabulario significa que el docente planificará una actividad en donde el estudiante tenga en mente una situación de la vida. Por ejemplo, si se está aprendiendo los miembros de la familia, en la parte final, los estudiantes, en parejas, compartirán el nombre de sus miembros de la familia: the name of my sister is “Glenda”, the name of my brother is “Carlos”, y así sucesivamente. Si los estudiantes estuvieran aprendiendo el abecedario en inglés, una de las actividades en esta parte sería que los

estudiantes deletreen los objetos que están en la clase, que deletreen los nombres de sus amigos, y así. En relación con el otro propósito es de evaluar, no se trata de hacer un examen completo sino de verificar que el vocabulario sea pronunciado correctamente, para ello el docente puede señalar una palabra y que los estudiantes repitan para verificar la correcta pronunciación. No es repetir todas las palabras, pero esas palabras que podrían causar dificultad en los estudiantes, o porque el docente, en las actividades anteriores se dio cuenta que una palabra no era pronunciada correctamente.

4. Se termina la clase con una frase, una motivación, o algo corto (no más de un minuto) a modo de dar las gracias por la atención. También, simplemente un "thank you" funciona.

5. Por último, queda a criterio de cada docente iniciar con una actividad previa a la clase o más conocida como "*warm-up*". Esta es una actividad llevada a cabo para preparar la clase, preparar a los alumnos antes de, repasar ciertos temas, introducir cortamente un tema. Es necesario decir que un *warm-up* es:
    a. Una actividad corta.
    b. No debe de requerir mucho material.
    c. Se usa para preparar la clase y no como una clase.
    d. Se usa para diversos propósitos: repasar, verificar, evaluar, etc.
    e. Incluso, los estudiantes pueden hacer las actividades *warm-up*.

¿Cómo entender la *flashcards*?

Las flashcards son un grupo de imágenes que visualizan el vocabulario a aprender.

Estimado docente, sabemos que no contamos con los recursos que quisiéramos, y en dado caso, lo motivamos a que sus estudiantes sean parte de la elaboración de los flashcards, motívelos a que realicen un dibujo de una sola palabra (incluso que quede como tarea) el vocabulario para luego compartir con otros. Lleve a cabo proyectos donde los estudiantes las elaboren y que dichas pueden ser utilizadas alrededor de todos los grados.

Utilice las *flashcards* a manera de explicar el significado de las palabras, utilícelas para practicar el vocabulario, utilícelas para los *warm-ups*, cuando quiera repasar. Sea creativo en utilizarlas.

Las *flashcards* que aquí se le proveen, de alguna manera están enfocadas según el grado, sin embargo, usted puede decidir si utilizarlas o no. Siempre tenga en mente el objetivo: que sus estudiantes entiendan el significado de las palabras que están aprendiendo.

¿Cómo entender los objetivos?

Los objetivos para estas lecciones están estructurados utilizando la siguiente organización: USE, TO, IN, y también utilizando el criterio SMART.

USE. En este parte se coloca todo el vocabulario que se va a enseñar. Se recomienda que sean entre 8 a12 palabras por cada clase. Esta parte da a conocer lo que se va a practicar.

TO. Esta para es como la función de cada vocabulario. Es decir, para qué se debe de practicar el vocabulario. Por ejemplo, el abecedario, en esta parte se coloca: para deletrear sus nombres y la de sus compañeros.

IN. Aquí es el contexto de cada vocabulario y a la misma vez, la última actividad de cada lección. Es decir, aquí usted dice: en parejas, los estudiantes practicarán preguntando el uno al otro sobre el nombre de sus miembros familiares*: What is the name of your mother?*

The name of my mother is... En este caso, se está llevando el vocabulario al contexto de los estudiantes porque están preguntando específicamente sobre sus familias, y están cerrando la lección también, porque luego de conocer los miembros, luego de practicar la pronunciación, ahora lo llevan a su contexto real.

Por último, el criterio SMART se enfoca en elaborar objetivos claros. Y estos se desglosan así:

- **Specific.** Que el objetivo sea específico, qué está aprendiendo.
- **Measurable (medible).** Que sea posible medir si se ha logrado el objetivo (esto se logra al definir la última actividad de cada lección).
- **Achievable (alcanzable).** Que el objetivo sea realista y posible de alcanzar. Por ello se pide que sean entre 8 a 12 palabras por cada lección.
- **Relevant.** El objetivo establezca la importancia. Este se establece al definir la última actividad de cada lección.
- **Time-bound (limitado en el tiempo).** Que se establezca un plazo para alcanzar el objetivo esto se logra al definir la última actividad de cada lección).

Topic 1

Número de tema

Grado 1ro. Primaria

Greetings: Hi and Good Bye

Tema

Grado

1	Competence (CNB)	1. Escucha activamente instrucciones básicas de su interlocutor.
2	Achievement indicator (CNB)	1.1. Reconoce el cambio de expresiones de un idioma a otro.
3	Contents (CNB)	1.1.2. Greetings: “Hello. My name is .” “What is your name?” “Nice to meet you.”
4	Objective of the lesson	Use: Greetings (Hi, Hello, Goodbye, How are you?, I am good, Thank you, See you later, Good morning, Good night, Good afternoon) To: Greet and bid farewell to others In: Role-playing activity where students greet each other and practice simple conversations, such as asking and answering "How are you?".
5	Online practice	https://quizlet.com/309104530/greetings-good-byes-flash-cards/?x=1jqt

Competencia CNB

Indicador de logro CNB

Contenidos declarativos de CNB

Objetivo de la lección utilizando use, to, in, y criterio SMART

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

El contenido declarativo nos ayudará a darle contexto a nuestras lecciones.

Enlace de ejercicios en línea

Grado

Teacher's lesson plan - BEE program	Grado	1ro. Primaria

Class objective	Use: Greetings (Hi, Hello, Goodbye, How are you?, I am good, Thank you, See you later, Good morning, Good night, Good afternoon) To: Greet and bid farewell to others In: Role-playing activity where students greet each other and practice simple conversations, such as asking and answering "How are you?".

Tema

Warm-up

Steps	Procedure	Interaction/Resources
Warm-up. 1 to 5 minutes	Word Association: Say a word, and students take turns quickly saying a related word.	No material T-S / S-S
Start **Present and explain** 1 to 5 minutes Parte inicial	Begin by displaying flashcards with greetings vocabulary (Hi, Hello, Goodbye, How are you?, I am good, Thank you, See you later, Good morning, Good night, Good afternoon) and pronunciation guides. Introduce the greetings one by one, saying each aloud and having students repeat after you to practice pronunciation.	Flashcards or drawings of Greetings: Hi and Good Bye T-S S-S
Main Part **Practice and repeat** 10 minutes Parte principal	Pair the students up and have them practice greeting each other using the vocabulary learned. Conduct a role-playing activity where students take turns greeting each other and asking simple questions like "How are you?" and responding appropriately. Engage students in a group activity where they create a greeting poster using the vocabulary learned. They can draw pictures and write simple messages using the greetings.	Flashcards or drawings of Greetings: Hi and Good Bye T-S S-S Materiales para según actividad
Closure **evaluation, class presentation** 10 minutes Parte final	Organize a final role-playing activity where students can greet each other in front of the class. Provide simple scenarios for the role-play activity, such as: Greeting a friend at the playground. Saying goodbye to a family member before bedtime.	Flashcards or drawings of Greetings: Hi and Good Bye T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	T – S S – S

Procedimientos. Escriba lo que el docente y el alumno harán en cada actividad. Sea claro.

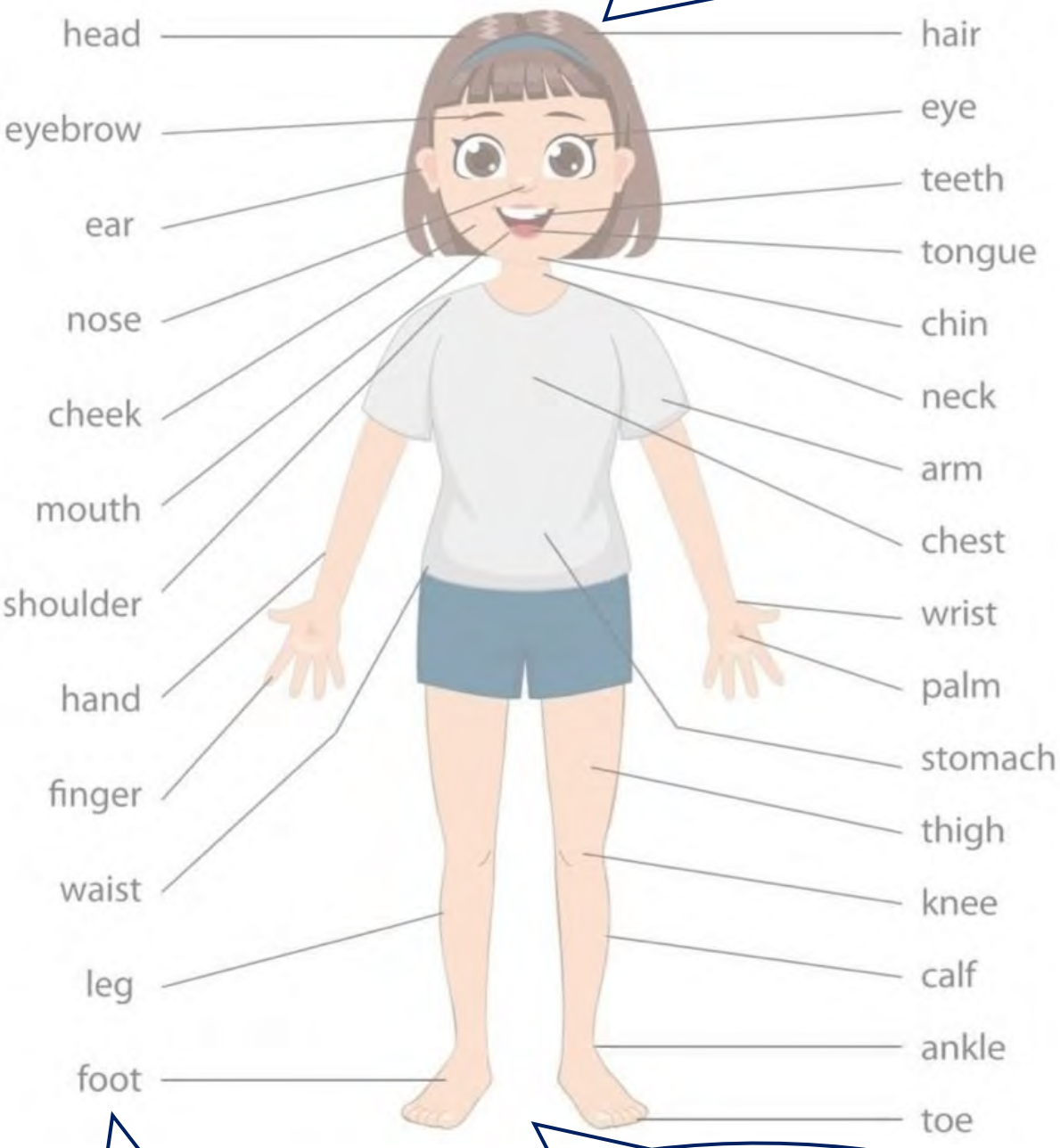
Interacción: estudiante con estudiante: S-S

Interacción: docente con estudiante. T-S

Título

Parts of the Body

Representación de la palabra



Palabras en inglés

Flashcards: son representaciones (dibujos, fotos, imágenes, etc.) con una palabras o definiciones. Se usan para estudiar y recordar información.

Lessons

Topic 1 **Grado 1ro. Primaria**

Greetings: Hi and Good Bye

1	**Competence (CNB)**	1. Escucha activamente instrucciones básicas de su interlocutor.
2	**Achievement indicator (CNB)**	1.1. Reconoce el cambio de expresiones de un idioma a otro.
3	**Contents (CNB)**	1.1.2. Greetings: “Hello. My name is .” “What is your name?” “Nice to meet you.”
4	**Objective of the lesson**	Use: Greetings (Hi, Hello, Goodbye, How are you?, I am good, Thank you, See you later, Good morning, Good night, Good afternoon) To: Greet and bid farewell to others In: Role-playing activity where students greet each other and practice simple conversations, such as asking and answering "How are you?".
5	**Online practice**	https://quizlet.com/309104530/greetings-good-byes-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		Grado	1ro. Primaria
Class objective	Use: Greetings (Hi, Hello, Goodbye, How are you?, I am good, Thank you, See you later, Good morning, Good night, Good afternoon) To: Greet and bid farewell to others In: Role-playing activity where students greet each other and practice simple conversations, such as asking and answering "How are you?".		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Word Association: Say a word, and students take turns quickly saying a related word.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Begin by displaying flashcards with greetings vocabulary (Hi, Hello, Goodbye, How are you?, I am good, Thank you, See you later, Good morning, Good night, Good afternoon) and pronunciation guides. Introduce the greetings one by one, saying each aloud and having students repeat after you to practice pronunciation.		Flashcards or drawings of Greetings: Hi and Good Bye T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair the students up and have them practice greeting each other using the vocabulary learned. Conduct a role-playing activity where students take turns greeting each other and asking simple questions like "How are you?" and responding appropriately. Engage students in a group activity where they create a greeting poster using the vocabulary learned. They can draw pictures and write simple messages using the greetings.		Flashcards or drawings of Greetings: Hi and Good Bye T-S S-S
Closure **evaluation, class presentation** 10 minutes	Organize a final role-playing activity where students can greet each other in front of the class. Provide simple scenarios for the role-play activity, such as: Greeting a friend at the playground. Saying goodbye to a family member before bedtime.		Flashcards or drawings of Greetings: Hi and Good Bye T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S



Good .

Good afternoon





Good .

Good night



Greetings



Hello!

How are you?

How are you?
How are you doing?

...I'm fine, thanks.
... I'm OK.
... I'm very well.
... I'm not very well.

Farewells

Bye, bye / Goodbye.
See you later / tomorrow.
Have a nice day / weekend.
Nice to meet you.





Hi. My name's Mark. What's your name? Nice to meet you.

Hi. I'm Ann. Nice to meet you



Topic 2

Grado 1ro. Primaria

The time

1	**Competence (CNB)**	1. Escucha activamente instrucciones básicas de su interlocutor.
2	**Achievement indicator (CNB)**	1.3. Realiza la acción de acuerdo con la orden recibida.
3	**Contents (CNB)**	1.3.3. Formas de decir el tiempo (What time is it? It is ten o'clock)
4	**Objective of the lesson**	Use: Telling time (o'clock, half-past, morning, afternoon, evening, night, minute, hour, clock, watch) To: Tell and ask for the time In: Using clock models to practice setting and reading times, where students ask and answer "What time is it?"
5	**Online practice**	https://quizlet.com/54112007/la-hora-time-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		Grado	1ro. Primaria
Class objective	Use: Telling time (o'clock, half-past, morning, afternoon, evening, night, minute, hour, clock, watch) To: Tell and ask for the time In: Using clock models to practice setting and reading times, where students ask and answer "What time is it?"		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Alphabet Game: Go around the class with each student saying a word that starts with the next letter of the alphabet.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Present visual aids such as pictures of clocks showing different times of the day (morning, afternoon, evening, night). Ask students to identify the time shown on each clock and say the corresponding time aloud. Model correct pronunciation of the vocabulary words related to telling time (o'clock, half-past, etc.) and have students repeat after you to practice pronunciation.		Flashcards or drawings of The time T-S S-S
Main Part **Practice and repeat** 10 minutes	Distribute clock models or draw them on the board for each student or pair of students. Guide students in setting the clock models to specific times and asking each other "What time is it?" Conduct a role-playing activity where students take turns being the time-teller and the time-asker, using the vocabulary learned to tell and ask for the time.		Flashcards or drawings of The time T-S S-S
Closure **evaluation, class presentation** 10 minutes	Gather the students and review the vocabulary related to telling time. Conduct a final activity where students demonstrate their understanding by setting the clock models to different times and telling the time to their classmate		Flashcards or drawings of The time T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S









one o'clock

four o'clock

six o'clock

eight o'clock









three o'clock

five o'clock

seven o'clock

nine o'clock

Topic 3

Grado 1ro. Primaria

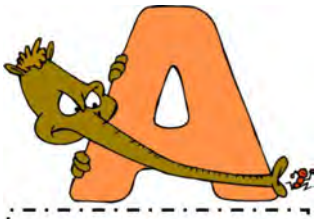
The Alphabet

1	**Competence (CNB)**	2. Identifica sonidos diferentes al de su idioma en su relación familiar.
2	**Achievement indicator (CNB)**	2.1. Reconoce los diferentes sonidos relacionados con las órdenes recibidas.
3	**Contents (CNB)**	2.1.1. The letters of the alphabet.
4	**Objective of the lesson**	Use: The Alphabet (a, b, c, etc.) To: Identify and pronounce each letter In: Singing the alphabet song together as a class to reinforce letter recognition and pronunciation.
5	**Online practice**	https://quizlet.com/ru/858442843/alphabets-english-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**1ro. Primaria**
Class objective	Use: The Alphabet (a, b, c, etc.) To: Identify and pronounce each letter In: Singing the alphabet song together as a class to reinforce letter recognition and pronunciation.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Two Truths and a Lie: Students share two true statements and one false statement about themselves. The class guesses the lie.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the alphabet letters one by one using flashcards or visual aids. Have students repeat after you to practice pronunciation of each letter.		Flashcards or drawings of The Alphabet T-S S-S
Main Part **Practice and repeat** 10 minutes	Lead the class in singing the alphabet song together to reinforce letter recognition and pronunciation. Use gestures or actions to accompany each letter as you sing to engage students and enhance learning.		Flashcards or drawings of The Alphabet T-S S-S
Closure **evaluation, class presentation** 10 minutes	Gather the students and review the alphabet letters learned. Conduct a quick quiz where you say a letter and have students respond with its corresponding sound.		Flashcards or drawings of The Alphabet T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

ALPHABET PICTURE DICTIONARY



anteater



bear



cat



dog



elephant



fish



goat



horse



insect



jackrabbit



kangaroo



lion



mouse



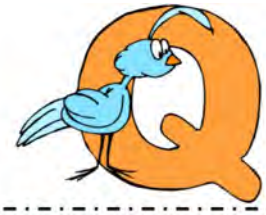
nurse shark



ostrich



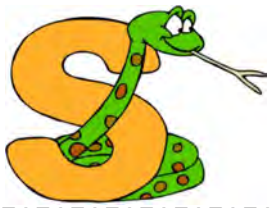
pig



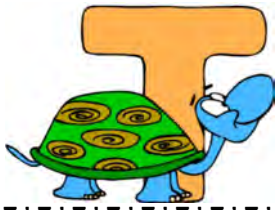
quail



rooster



snake



tortoise



unicorn



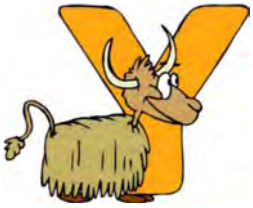
vulture



wolf



x animal



yak



zebra

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Topic 4 **Grado 1ro. Primaria**

Classroom objects

1	**Competence (CNB)**	3. Pronuncia correctamente órdenes básicas de uso cotidiano al dirigirse a otras personas.
2	**Achievement indicator (CNB)**	3.3. Asocia la pronunciación de las órdenes recibidas con la de otras similares.
3	**Contents (CNB)**	3.3.2. Name of objects in the class. (Point them out and have students pronounce the name.)
4	**Objective of the lesson**	Use: Names of classroom objects (desk, chair, book, pencil, eraser, board, marker, ruler, notebook, backpack) To: Identify and name objects in the classroom In: Labeling activity where students place labels on classroom objects with their names.
5	**Online practice**	https://quizlet.com/422910987/classroom-objects-english-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		Grado	1ro. Primaria
Class objective	Use: Names of classroom objects (desk, chair, book, pencil, eraser, board, marker, ruler, notebook, backpack) To: Identify and name objects in the classroom In: Labeling activity where students place labels on classroom objects with their names.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Simon Says: Play a quick game of Simon Says using simple commands.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Display pictures or actual classroom objects (desk, chair, book, pencil, eraser, board, marker, ruler, notebook, backpack) and introduce their names one by one. Have students repeat after you to practice pronunciation of each object's name.		Flashcards or drawings of Classroom objects T-S S-S
Main Part **Practice and repeat** 10 minutes	Provide labels with the names of classroom objects. Pair up students and give each pair a set of labels. Instruct students to place the labels on the corresponding classroom objects around the room. Monitor and assist students as they label the objects.		Flashcards or drawings of Classroom objects T-S S-S
Closure **evaluation, class presentation** 10 minutes	Gather the students and review the names of classroom objects. Have students take turns pointing to an object and saying its name aloud.		Flashcards or drawings of Classroom objects T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S



A classroom



A backpack



A book bag



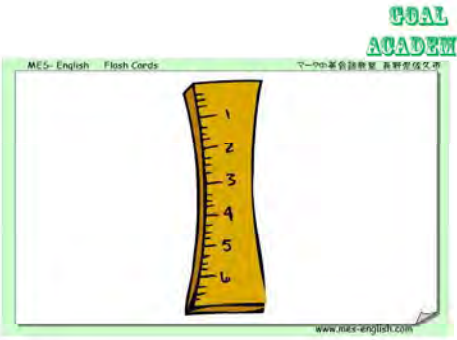
A pencil



A pen



A notebook



A ruler



A pencil sharpener



A desk



A blackboard



A whiteboard



A computer

Topic 5 **Grado 1ro. Primaria**

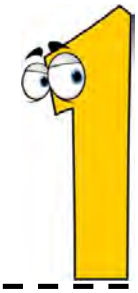
Numbers (1-20)

1	**Competence (CNB)**	3. Pronuncia correctamente órdenes básicas de uso cotidiano al dirigirse a otras personas.
2	**Achievement indicator (CNB)**	4.1. Sigue instrucciones orales básicas.
3	**Contents (CNB)**	4.1.1. Numbers one to ten. (Practice saying them with the learners.
4	**Objective of the lesson**	Use: Numbers (1-20 initially, then expanding to 100 and beyond gradually; one, two, three, four, five, six, seven, eight, nine, ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred) To: Count, recognize, and write numbers In: Counting game where students roll a dice and count the dots, then write the number they rolled.
5	**Online practice**	https://quizlet.com/66304816/numbers-1-20-english-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**1ro. Primaria**
Class objective	Use: Numbers (1-20 initially, then expanding to 100 and beyond gradually; one, two, three, four, five, six, seven, eight, nine, ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred) To: Count, recognize, and write numbers In: Counting game where students roll a dice and count the dots, then write the number they rolled.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Question Chain: Ask a student a question. That student answers and asks another student a different question.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce numbers 1-20 and their names (one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty) using visual aids or flashcards. Practice counting from 1 to 20 together as a class, emphasizing pronunciation and number recognition.		Flashcards or drawings of Numbers (1-20) T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair students up and provide each pair with a set of number cards (1-20). Instruct students to take turns picking a number card, showing it to their partner, and saying the number aloud. Encourage students to write the number they picked on a piece of paper to reinforce number recognition and writing skills. Circulate around the room to assist and monitor students as they practice counting and writing numbers.		Flashcards or drawings of Numbers (1-20) T-S S-S
Closure **evaluation, class presentation** 10 minutes	Gather the students and review numbers 1-20. Ask students to share the numbers they picked during the activity and write them on the board or display them using visual aids. Conduct a quick quiz where you show a number card, and students respond by saying the number aloud and writing it down.		Flashcards or drawings of Numbers (1-20) T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

NUMBERS PICTURE DICTIONARY



one



two



three



four



five



six



seven



eight



nine



ten



eleven



twelve



thirteen



fourteen



fifteen



sixteen



seventeen



eighteen



nineteen



twenty

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Topic 6 **Grado 2do. Primaria**

Introducing yourself

1	**Competence (CNB)**	4. Utiliza el lenguaje oral y escrito en expresiones sencillas como auxiliar de la comunicación.
2	**Achievement indicator (CNB)**	4.1. Sigue instrucciones verbales para realizar dos acciones.
3	**Contents (CNB)**	4.1.1. Personal information: “What is your address and how do you spell that?”, “What is that and how do you spell it's name.”
4	**Objective of the lesson**	Use: Introducing yourself (Name, Age, Nationality, Favorite color, Favorite food, Hobby) To: Present oneself to others In: Pair activity where students take turns introducing themselves, sharing their name, age, and one favorite thing about themselves.
5	**Online practice**	https://quizlet.com/595477607/introducing-yourself-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**2do. Primaria**
Class objective	Use: Introducing yourself (Name, Age, Nationality, Favorite color, Favorite food, Hobby) To: Present oneself to others In: Pair activity where students take turns introducing themselves, sharing their name, age, and one favorite thing about themselves.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Odd One Out: Give three words and have students identify which one doesn't belong.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Model how to introduce yourself using these elements: "Hello, my name is Emily. I am 7 years old. I am from Guatemala. My favorite color is blue, and I love pizza. My hobby is drawing." Instruct students to pay attention to the example and practice saying their own introduction silently.		Flashcards or drawings of Introducing yourself T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and instruct them to take turns introducing themselves to their partner. Students should share their name, age, and one favorite thing about themselves (favorite color, food, or hobby). Provide support as needed to ensure students understand the activity.		Flashcards or drawings of Introducing yourself T-S S-S
Closure **evaluation, class presentation** 10 minutes	Gather the students and have a few volunteers share what they learned about their partner during the activity.		Flashcards or drawings of Introducing yourself T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

Introducing myself





school



seven



chicken

Hi, my name is Anna. I am 7 years old. I am a student. I like to eat chicken.

Topic 7

Grado 2do. Primaria

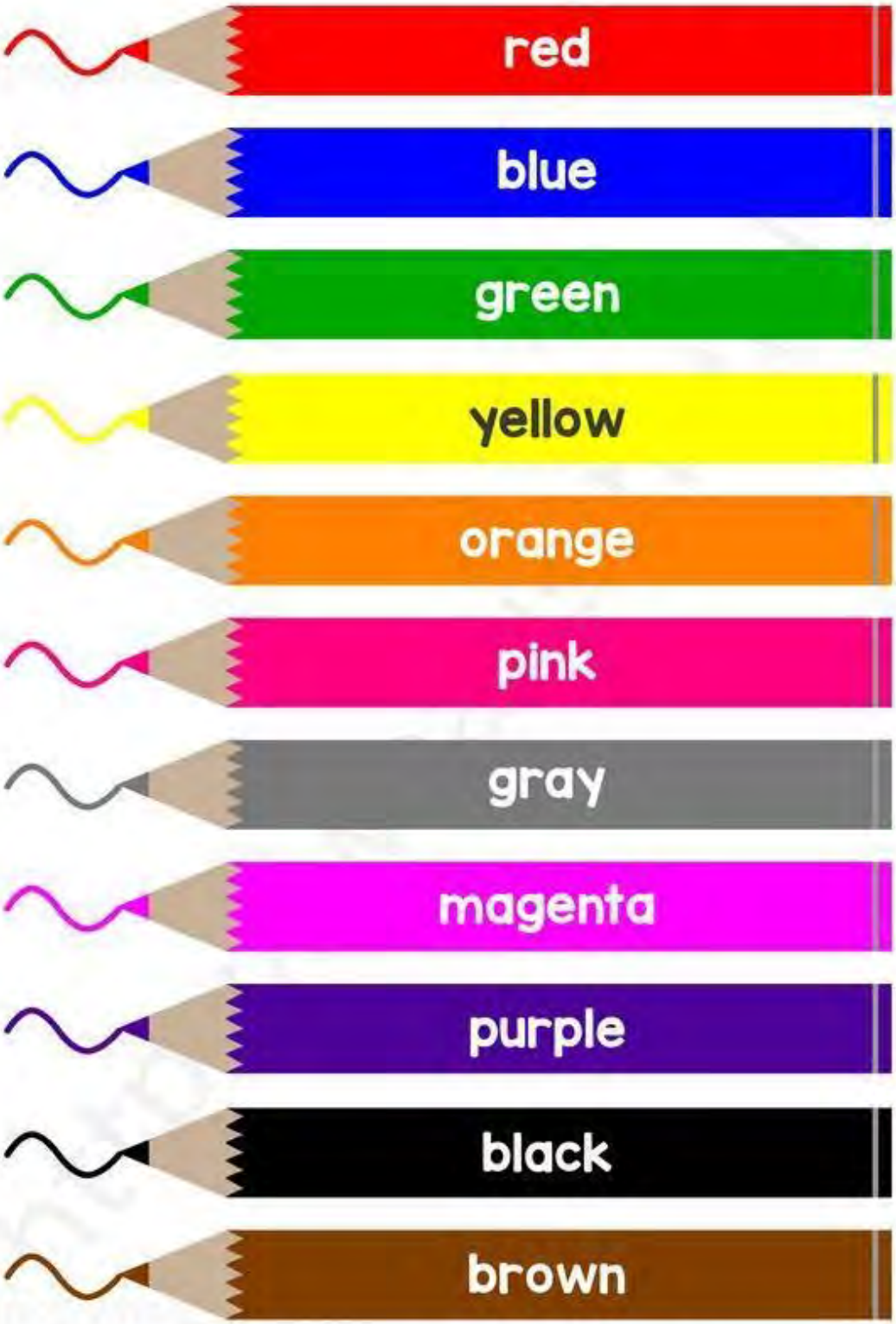
Colors

1	**Competence (CNB)**	4. Utiliza el lenguaje oral y escrito en expresiones sencillas como auxiliar de la comunicación.
2	**Achievement indicator (CNB)**	4.1. Sigue instrucciones verbales para realizar dos acciones.
3	**Contents (CNB)**	4.1.3. Color / draw + first, second, third, fourth: “Draw four circles. Color the first circle red, color the second circle blue, color the third circle orange, color the fourth circle yellow.
4	**Objective of the lesson**	Use: Colors (Red, Blue, Green, Yellow, Orange, Purple, Pink, Black, White, Brown, Gray) To: Identify and name colors In: Pair coloring activity where students match color names with corresponding objects or pictures.
5	**Online practice**	https://quizlet.com/225709239/colors-in-english-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**2do. Primaria**
Class objective	Use: Colors (Red, Blue, Green, Yellow, Orange, Purple, Pink, Black, White, Brown, Gray) To: Identify and name colors In: Pair coloring activity where students match color names with corresponding objects or pictures.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Rhyme Time: Say a word, and students take turns saying words that rhyme with it.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the vocabulary related to colors: Red, Blue, Green, Yellow, Orange, Purple, Pink, Black, White, Brown, Gray. Display objects or pictures representing each color and name them aloud, emphasizing pronunciation and color recognition.		Flashcards or drawings of Colors T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and provide each pair with color cards (Red, Blue, Green, etc.). Instruct students to take turns showing a color card to their partner and saying the color name aloud. Encourage students to listen actively and respond with the correct color name when their partner shows them a card. Monitor and assist students as they engage in oral practice, providing guidance and support as needed.		Flashcards or drawings of Colors T-S S-S
Closure **evaluation, class presentation** 10 minutes	Gather the students and review the color names learned. Have students play a quick color identification game as a class, where you show a color card and ask students to say the color name aloud.		Flashcards or drawings of Colors T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

Colors Chart



Please visit our site for worksheets and charts https://whatistheurl.com/

Topic 8 **Grado 2do. Primaria**

Occupations and professions

1	**Competence (CNB)**	4. Utiliza el lenguaje oral y escrito en expresiones sencillas como auxiliar de la comunicación.
2	**Achievement indicator (CNB)**	4.3. Infiere el significado de los movimientos acompañados de una expresión oral.
3	**Contents (CNB)**	4.3.2. Occupations and work places: “Student - book”, “Teacher - school” “Nurse - Hospital” “Secretary - office.”
4	**Objective of the lesson**	Use: Occupations and professions (Teacher, Doctor, Police officer, Firefighter, Chef, Artist, Farmer, Pilot, Nurse, Engineer, Musician, Athlete) To: Learn about different jobs and professions In: Pair role-play activity where students act out different professions and discuss why they would like to be that profession.
5	**Online practice**	https://quizlet.com/260223324/professions-and-occupations-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**2do. Primaria**
Class objective	Use: Occupations and professions (Teacher, Doctor, Police officer, Firefighter, Chef, Artist, Farmer, Pilot, Nurse, Engineer, Musician, Athlete) To: Learn about different jobs and professions In: Pair role-play activity where students act out different professions and discuss why they would like to be that profession.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Clap the Syllables: Say words, and students clap out the number of syllables.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the vocabulary related to occupations and professions: Teacher, Doctor, Police officer, Firefighter, Chef, Artist, Farmer, Pilot, Nurse, Engineer, Musician, Athlete. Display pictures or visuals representing each profession and briefly discuss what each job entails.		Flashcards or drawings of Occupations and professions T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and assign each pair a profession from the list. Instruct students to take turns role-playing as the assigned profession, acting out simple scenarios related to their job (e.g., teaching a class, treating a patient, fighting a fire).		Flashcards or drawings of Occupations and professions T-S S-S
Closure **evaluation, class presentation** 10 minutes	Gather the students and have a few pairs share their role-play scenarios with the class. Conclude by asking students what they learned about different jobs and professions from the activity.		Flashcards or drawings of Occupations and professions T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

OCCUPATIONS PICTURE DICTIONARY



doctor



dentist



nurse



vet



teacher



cook



painter



secretary



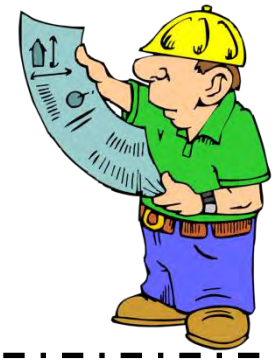
singer



butcher



farmer



engineer



tailor



baker



pilot



hairdresser

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Topic 9

Grado 2do. Primaria

Sports

1	**Competence (CNB)**	5. Utiliza la lectura para responder a expresiones sencillas.
2	**Achievement indicator (CNB)**	5.1. Interpreta símbolos específicos propios del idioma en aprendizaje.
3	**Contents (CNB)**	5.1.1. Sports symbols: “soccer” “baseball” “basketball”.
4	**Objective of the lesson**	USE: Identify and name different sports (e.g., soccer, basketball, swimming, tennis, volleyball, baseball, gymnastics, cycling, wrestling, athletics) in English. TO: Recognize and recall the names of various sports activities. IN: In pairs, students will take turns naming different sports in English as they play a sports-themed memory game or quiz each other on sports vocabulary.
5	**Online practice**	https://quizlet.com/287786341/sports-in-english-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**2do. Primaria**
Class objective	USE: Identify and name different sports (e.g., soccer, basketball, swimming, tennis, volleyball, baseball, gymnastics, cycling, wrestling, athletics) in English. TO: Recognize and recall the names of various sports activities. IN: In pairs, students will take turns naming different sports in English as they play a sports-themed memory game or quiz each other on sports vocabulary.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Back-to-Back Drawing: Describe an object or shape, and students draw it based on your description.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the vocabulary related to sports: Soccer, Basketball, Swimming, Tennis, Volleyball, Baseball, Gymnastics, Cycling, Wrestling, Athletics. Display pictures or visuals representing each sport and briefly discuss what each activity involves.		Flashcards or drawings of Sports T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and provide each pair with a set of cards featuring different sports. Instruct students to take turns naming the sports in English as they play a sports-themed memory game or quiz each other on sports vocabulary. Encourage students to use gestures or act out the sports to reinforce understanding and retention.		Flashcards or drawings of Sports T-S S-S
Closure **evaluation, class presentation** 10 minutes	Gather the students and have a few pairs share their favorite sports with the class. Conduct a quick review of the sports vocabulary, asking students to name different sports they learned during the activity.		Flashcards or drawings of Sports T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

SPORTS PICTURE DICTIONARY



football



basketball



baseball



tennis



volleyball



hockey



karate



golf



skiing



running



cycling



boxing



rock climbing



swimming



skateboarding



diving

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Topic 10 **Grado 2do. Primaria**

Fruits and vegetables

1	**Competence (CNB)**	5. Utiliza la lectura para responder a expresiones sencillas.
2	**Achievement indicator (CNB)**	5.1. Interpreta símbolos específicos propios del idioma en aprendizaje.
3	**Contents (CNB)**	5.1.3. Name of fruits: “banana”, “orange” “lemon” “peach”.
4	**Objective of the lesson**	Use: Fruits and vegetables (Apple, Banana, Orange, Carrot, Tomato, Potato, Broccoli, Grapes, Watermelon, Pineapple, Strawberry, Spinach) To: Identify and name fruits and vegetables In: Pair activity where students take turns naming fruits and vegetables and categorize them into fruits and vegetables.
5	**Online practice**	https://quizlet.com/683441429/fruit-and-vegetables-in-english-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**2do. Primaria**
Class objective	Use: Fruits and vegetables (Apple, Banana, Orange, Carrot, Tomato, Potato, Broccoli, Grapes, Watermelon, Pineapple, Strawberry, Spinach) To: Identify and name fruits and vegetables In: Pair activity where students take turns naming fruits and vegetables and categorize them into fruits and vegetables.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Memory Chain: One student says a word, the next student repeats it and adds another word, and so on.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the vocabulary related to fruits and vegetables: Apple, Banana, Orange, Carrot, Tomato, Potato, Broccoli, Grapes, Watermelon, Pineapple, Strawberry, Spinach. Display pictures or visuals representing each fruit and vegetable and briefly discuss their characteristics.		Flashcards or drawings of Fruits and vegetables T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and provide each pair with a set of cards featuring different fruits and vegetables. Instruct students to take turns naming the fruits and vegetables in English and categorize them into fruits and vegetables. Have students create a simple chart or poster to visually represent the categorized fruits and vegetables.		Flashcards or drawings of Fruits and vegetables T-S S-S
Closure **evaluation, class presentation** 10 minutes	Gather the students and have each pair share their chart or poster with the class, explaining why they categorized each item as a fruit or vegetable. Conduct a quick review of the fruits and vegetables vocabulary, asking students to name different items they learned during the activity.		Flashcards or drawings of Fruits and vegetables T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

FRUITS



Apple



Lemon



Banana



Cherry



Grapes



Kiwi



Watermelon



Melon



Strawberry



Pineapple



Tangerine



Avocado



Apricot



Coconut



Fig



Pear



Pomegranate



Peach

vegetables



potatoes



carrot



tomatoes



cauliflower



courgette



Eggplant



pumpkin



mashrooms



parsely



Green beans



celery



radishes



onion



garlic



cucumber



pepper



Hot pepper



letttuce

iSLCollective.com

Topic 11 **Grado 3ro. Primaria**

Countries and nationalities

1	**Competence (CNB)**	1.2.2. Countries or places within the country: “Where are you from?”, “I'm from Sololá.”, “Where are you from?”, “I from Izabal.”, “Where is she from?”, “She is from Antigua Guatemala.”
2	**Achievement indicator (CNB)**	1.2. Interpreta instrucciones en forma lúdica.
3	**Contents (CNB)**	1.2.2. Countries or places within the country: “Where are you from?”, “I'm from Sololá.”, “Where are you from?”, “I from Izabal.”, “Where is she from?”, “She is from Antigua Guatemala.”
4	**Objective of the lesson**	Use: Countries and nationalities (Guatemala, United States, Mexico, Canada, Japan, China, Brazil, France, Germany, Italy, Australia, India) To: Learn about different countries and nationalities In: Pair activity where students match countries with their flags or names in Spanish.
5	**Online practice**	https://quizlet.com/70025669/countries-and-nationalities-in-english-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**3ro. Primaria**
Class objective	Use: Countries and nationalities (Guatemala, United States, Mexico, Canada, Japan, China, Brazil, France, Germany, Italy, Australia, India) To: Learn about different countries and nationalities In: Pair activity where students match countries with their flags or names in Spanish.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Yes or No Questions: Ask quick yes or no questions about a topic you're studying.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the vocabulary related to countries and nationalities: Guatemala, United States, Mexico, Canada, Japan, China, Brazil, France, Germany, Italy, Australia, India. Display pictures or visuals of flags representing each country and briefly discuss the nationalities associated with each country.		Flashcards or drawings of Countries and nationalities T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and provide each pair with a set of cards featuring country names in English and flags or names in Spanish. Instruct students to match the country names with their respective flags or names in Spanish. Encourage students to use their knowledge of nationalities to help them make correct matches.		Flashcards or drawings of Countries and nationalities T-S S-S
Closure **evaluation, class presentation** 10 minutes	Gather the students and have a few pairs share their matches with the class. Conduct a quick review of the countries and nationalities vocabulary, asking students to name different countries and their corresponding nationalities.		Flashcards or drawings of Countries and nationalities T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

COUNTRIES AND NATIONALITIES



Cou: Argentina
Nat: Argentine
Lang: Spanish



Cou: Australia
Nat: Australian
Lang: English



Cou: Austria
Nat: Austrian
Lang: German



Cou: Azerbaijan
Nat: Azerbaijani
Lang: Azerbaijani



Cou: Belgium
Nat: Belgian
Lang: Flemish/French



Cou: Brazil
Nat: Brazilian
Lang: Portuguese



Cou: Canada
Nat: Canadian
Lang: English/French



Cou: China
Nat: Chinese
Lang: Chinese



Cou: Colombia
Nat: Colombian
Lang: Spanish



Cou: Denmark
Nat: Danish
Lang: Danish



Cou: Ecuador
Nat: Ecuadorian
Lang: Spanish



Cou: Egypt
Nat: Eycptian
Lang: Arabic



Cou: France
Nat: French
Lang: French



Cou: Germany
Nat: German
Lang: German



Cou: Greece
Nat: Greek
Lang: Greek



Cou: Hungary
Nat: Hungarian
Lang: Hungarian



Cou: India
Nat: Indian
Lang: Hindi/English



Cou: Indonesia
Nat: Indonesian
Lang: Indonesian



Cou: Iran
Nat: Iranian
Lang: Persian



Cou: Ireland
Nat: Irish
Lang: Irish/English



Cou: Israel
Nat: Israeli
Lang: Hebrew



Cou: Italy
Nat: Italian
Lang: Italian



Cou: Japan
Nat: Japanese
Lang: Japanese



Cou: Kazakhstan
Nat: Kazakh
Lang: Kazakh



Cou: Malaysia
Nat: Malaysian
Lang: Malay



Cou: Mexico
Nat: Mexican
Lang: Spanish



Cou: Mongolia
Nat: Mongolian
Lang: Mongolian



Cou: Netherlands
Nat: Dutch
Lang: Dutch



Cou: Norway
Nat: Norwegian
Lang: Norwegian



Cou: Pakistan
Nat: Pakistani
Lang: Urdu/English



Cou: Peru
Nat: Peruvian
Lang: Spanish



Cou: Poland
Nat: Polish
Lang: Polish



Cou: Portugal
Nat: Portuguese
Lang: Portuguese



Cou: Russia
Nat: Russian
Lang: Russian



Cou: Saudi Arabia
Nat: Saudi
Lang: Arabic



Cou: South Africa
Nat: South African
Lang: Africaans/English



Cou: South Korea
Nat: Korean
Lang: Korean



Cou: Spain
Nat: Spanish
Lang: Spanish



Cou: Sweden
Nat: Swedish
Lang: Swedish



Cou: Switzerland
Nat: Swis
Lang: Ger/Fre/Ita

Cou: Thailand
Nat: Thai
Lang: Thai

Cou: The UK
Nat: British
Lang: English

Cou: The USA
Nat: American
Lang: English

Cou: Turkey (Turkiye)
Nat: Turkish
Lang: Turkish

Cou: Ukraine
Nat: Ukrainian
Lang: Ukrainian

Cou: The Emirates (UAE)
Nat: Emirati
Lang: Arabic

Cou: Uzbekistan
Nat: Uzbek
Lang: Uzbek

Cou: Vietnam
Nat: Vietnamese
Lang: Vietnamese

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Topic 12 **Grado 3ro. Primaria**

Means of transportation

1	**Competence (CNB)**	2. Diferencia los fonemas básicos de su idioma de los del otro.
2	**Achievement indicator (CNB)**	2.2. Identifica palabras con fonemas similares a los de su idioma materno.
3	**Contents (CNB)**	2.2.1. Means of transportation: “acción - action”, “lección - lesson”
4	**Objective of the lesson**	Use: Means of transportation (Car, Bus, Bicycle, Motorcycle, Train, Boat, Airplane, Helicopter, Truck, Taxi, Subway, Ship) To: Learn about different modes of transportation In: Pair activity where students match pictures of transportation with their names and discuss when they use each mode of transportation.
5	**Online practice**	https://quizlet.com/130275300/20-means-of-transport-in-english-flash-cards/?x=1jqt

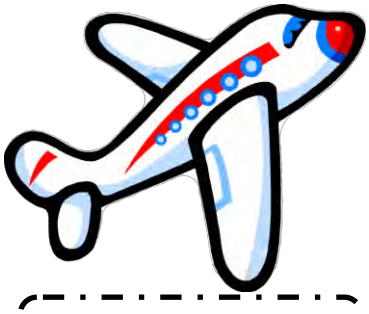
Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**3ro. Primaria**
Class objective	Use: Means of transportation (Car, Bus, Bicycle, Motorcycle, Train, Boat, Airplane, Helicopter, Truck, Taxi, Subway, Ship) To: Learn about different modes of transportation In: Pair activity where students match pictures of transportation with their names and discuss when they use each mode of transportation.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	20 Questions: Think of an object or person, and students ask up to 20 yes/no questions to guess what it is.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the vocabulary related to means of transportation: Car, Bus, Bicycle, Motorcycle, Train, Boat, Airplane, Helicopter, Truck, Taxi, Subway, Ship. Display pictures or visuals of different modes of transportation and briefly discuss when each mode is used.		Flashcards or drawings of Means of transportation T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and provide each pair with a set of cards featuring pictures of transportation and their names. Instruct students to match the pictures of transportation with their corresponding names. After matching, have students discuss when they would use each mode of transportation (e.g., Car for going to school, Airplane for traveling long distances).		Flashcards or drawings of Means of transportation T-S S-S
Closure **evaluation, class presentation** 10 minutes	Gather the students and have a few pairs share their matches and discussions with the class. Conduct a quick review of the means of transportation vocabulary, asking students to name different modes of transportation and when they would use them.		Flashcards or drawings of Means of transportation T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

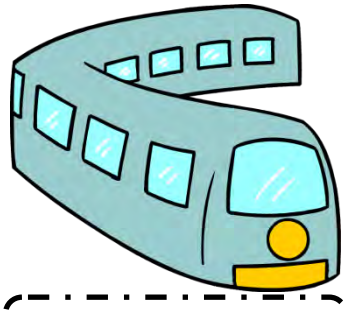
MEANS OF TRANSPORT PICTURE DICTIONARY



car



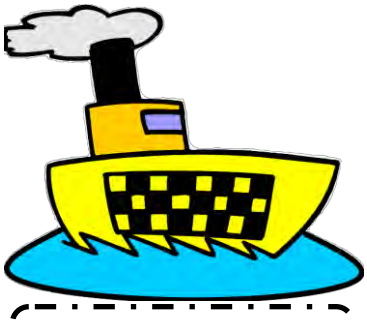
plane



train



bus



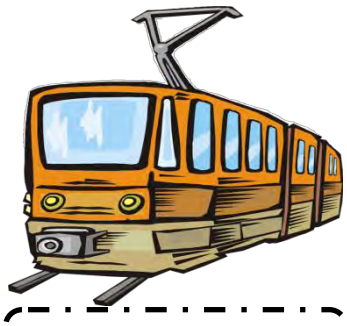
ferry



taxi



lorry



tram



helicopter



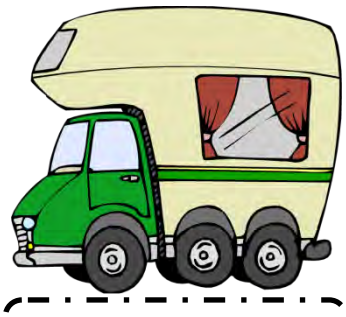
motorcycle



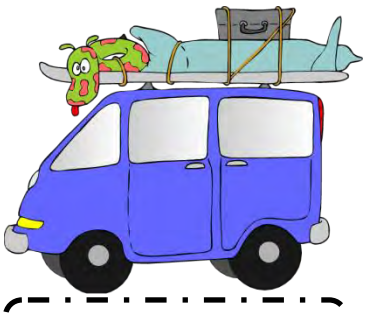
bicycle



scooter



caravan



van



ship



boat



fire engine



ambulance



snowmobile



tractor

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Topic 13

Grado 3ro. Primaria

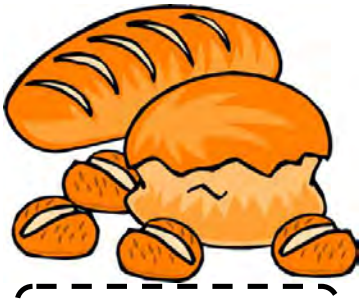
Food and drinks

1	**Competence (CNB)**	2. Diferencia los fonemas básicos de su idioma de los del otro.
2	**Achievement indicator (CNB)**	2.2. Identifica palabras con fonemas similares a los de su idioma materno.
3	**Contents (CNB)**	2.2.2. Food and drinks: “breakfast”, “lunch”, “dinner”. (Display pictures of food on the board.)
4	**Objective of the lesson**	Use: Food and drinks (Pizza, Sandwich, Salad, Juice, Water, Milk, Tea, Coffee, Orange, Apple, Banana, Pasta) To: Identify and name food and drinks In: Pair activity where students take turns naming food and drinks, categorizing them into breakfast, lunch, and dinner items.
5	**Online practice**	https://quizlet.com/jp/916311058/food-and-drink-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		Grado	3ro. Primaria
Class objective	Use: Food and drinks (Pizza, Sandwich, Salad, Juice, Water, Milk, Tea, Coffee, Orange, Apple, Banana, Pasta) To: Identify and name food and drinks In: Pair activity where students take turns naming food and drinks, categorizing them into breakfast, lunch, and dinner items.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Tongue Twisters: Challenge students with fun tongue twisters.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the vocabulary related to food and drinks: Pizza, Sandwich, Salad, Juice, Water, Milk, Tea, Coffee, Orange, Apple, Banana, Pasta. Display pictures or visuals of different food items and drinks and briefly discuss when each item is typically consumed (breakfast, lunch, dinner).		Flashcards or drawings of Food and drinks T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and provide each pair with a set of cards featuring food and drink names. Instruct students to take turns naming the food and drinks in English and categorize them into breakfast, lunch, and dinner items. Encourage students to use their knowledge of meal times to help them make correct categorizations.		Flashcards or drawings of Food and drinks T-S S-S
Closure **evaluation, class presentation** 10 minutes	Gather the students and have a few pairs share their categorizations with the class. Conduct a quick review of the food and drinks vocabulary, asking students to name different items they learned during the activity and which meal category they belong to.		Flashcards or drawings of Food and drinks T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

FOOD AND DRINKS PICTURE DICTIONARY !



bread



rice



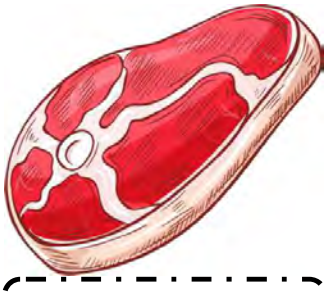
fish



soup



chicken



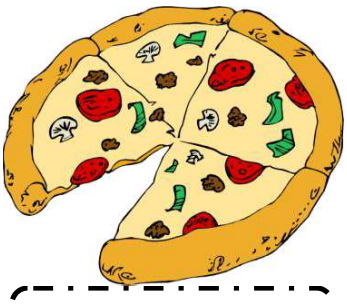
meat



salad



spaghetti



pizza



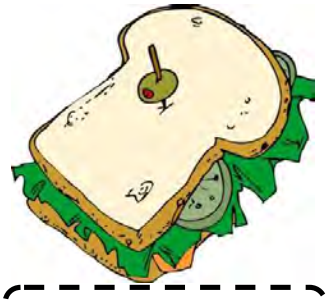
fries



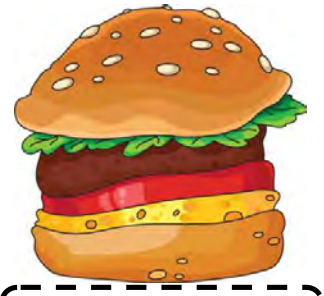
onion rings



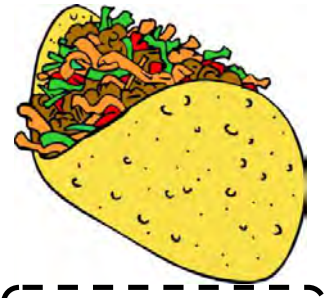
water



sandwich



hamburger



taco



hotdog



orange juice



shrimp



sushi



kebab

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Topic 14

Grado 3ro. Primaria

The Family

1	**Competence (CNB)**	3. Pronuncia frases cotidianas con seguridad al dirigirse a otras personas.
2	**Achievement indicator (CNB)**	3.3. Reproduce espontáneamente la pronunciación de frases simples.
3	**Contents (CNB)**	3.3.1. Family members: “father”, “mother”, “daughter”, “son”, “brother”, “sister”.
4	**Objective of the lesson**	Use: Family members (Father, Mother, Brother, Sister, Grandfather, Grandmother, Uncle, Aunt, Cousin, Nephew, Niece) To: Learn and talk about family members In: Pair activity where students share their Family Tree.
5	**Online practice**	https://quizlet.com/608451583/family-in-english-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**3ro. Primaria**
Class objective	Use: Family members (Father, Mother, Brother, Sister, Grandfather, Grandmother, Uncle, Aunt, Cousin, Nephew, Niece) To: Learn and talk about family members In: Pair activity where students share their Family Tree.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Opposites: Say a word, and students respond with the opposite word.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the vocabulary related to family members: Father, Mother, Brother, Sister, Grandfather, Grandmother, Uncle, Aunt, Cousin, Nephew, Niece. Display pictures or visuals representing each family member and briefly discuss their relationships within a family.		Flashcards or drawings of The Family T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and provide each pair with materials to create a simple family tree (paper, markers, stickers, etc.). Instruct students to work together to draw their family trees, including as many family members as they can recall from the vocabulary list. Encourage students to talk to each other about their family members and relationships while creating their family trees.		Flashcards or drawings of The Family T-S S-S
Closure **evaluation, class presentation** 10 minutes	Have a few pairs share their completed family trees with the class, explaining who each family member is and their relationship within the family.		Flashcards or drawings of The Family T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

Family Members



Grandfather



Grandmother



Father



Mother



Uncle



Aunt



Cousin



Cousin



Daughter



Son



Wife-Husband

www.englishgrammarhere.com

Topic 15

Grado 3ro. Primaria

Daily Routines

1	**Competence (CNB)**	4. Utiliza frases y expresiones cotidianas, en forma escrita, con seguridad y creatividad.
2	**Achievement indicator (CNB)**	4.1. Escribe expresiones cortas de uso cotidiano.
3	**Contents (CNB)**	4.1.1. Daily routines; “What do you do every day?”, “What does she do at school?”
4	**Objective of the lesson**	Use: Daily routines (Wake up, Brush teeth, Eat breakfast, Go to school, Do homework, Play, Have dinner, Take a bath, Go to bed) To: Describe daily activities and routines In: Pair role-play activity where students act out their daily routines and discuss the sequence of activities in a day.
5	**Online practice**	https://quizlet.com/906673271/daily-routine-in-english-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**3ro. Primaria**
Class objective	Use: Daily routines (Wake up, Brush teeth, Eat breakfast, Go to school, Do homework, Play, Have dinner, Take a bath, Go to bed) To: Describe daily activities and routines In: Pair role-play activity where students act out their daily routines and discuss the sequence of activities in a day.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Sentence Starters: Start a sentence, and students take turns completing it in different ways.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the vocabulary related to daily routines: Wake up, Brush teeth, Eat breakfast, Go to school, Do homework, Play, Have dinner, Take a bath, Go to bed. Display pictures or visuals representing each daily activity and briefly discuss their importance in a typical day.		Flashcards or drawings of Daily Routines T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and provide each pair with a set of cards featuring daily routine activities. Instruct students to take turns role-playing their daily routines, acting out each activity in sequence from waking up to going to bed. Encourage students to discuss the sequence of activities with their partners, including how they feel about each activity.		Flashcards or drawings of Daily Routines T-S S-S
Closure **evaluation, class presentation** 10 minutes	Gather the students and have a few pairs share their role-play scenarios with the class. Conduct a discussion about daily routines, asking students to talk about their own routines and compare them with their classmates'.		Flashcards or drawings of Daily Routines T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

DAILY ROUTINES PICTURE DICTIONARY



get up



take a shower



brush teeth



shave



get dressed



put on makeup



brush hair



comb hair



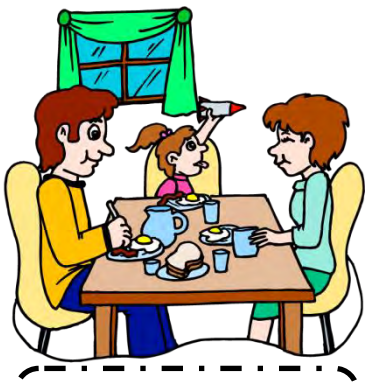
make the bed



have a bath



make breakfast



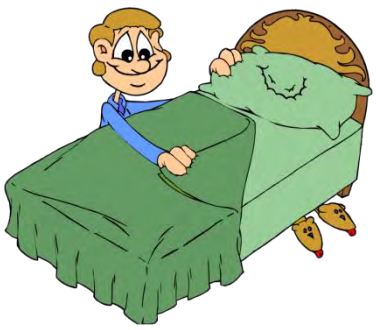
have breakfast



go to work



go to school



go to bed



sleep

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Topic 16 **Grado 4to. Primaria**

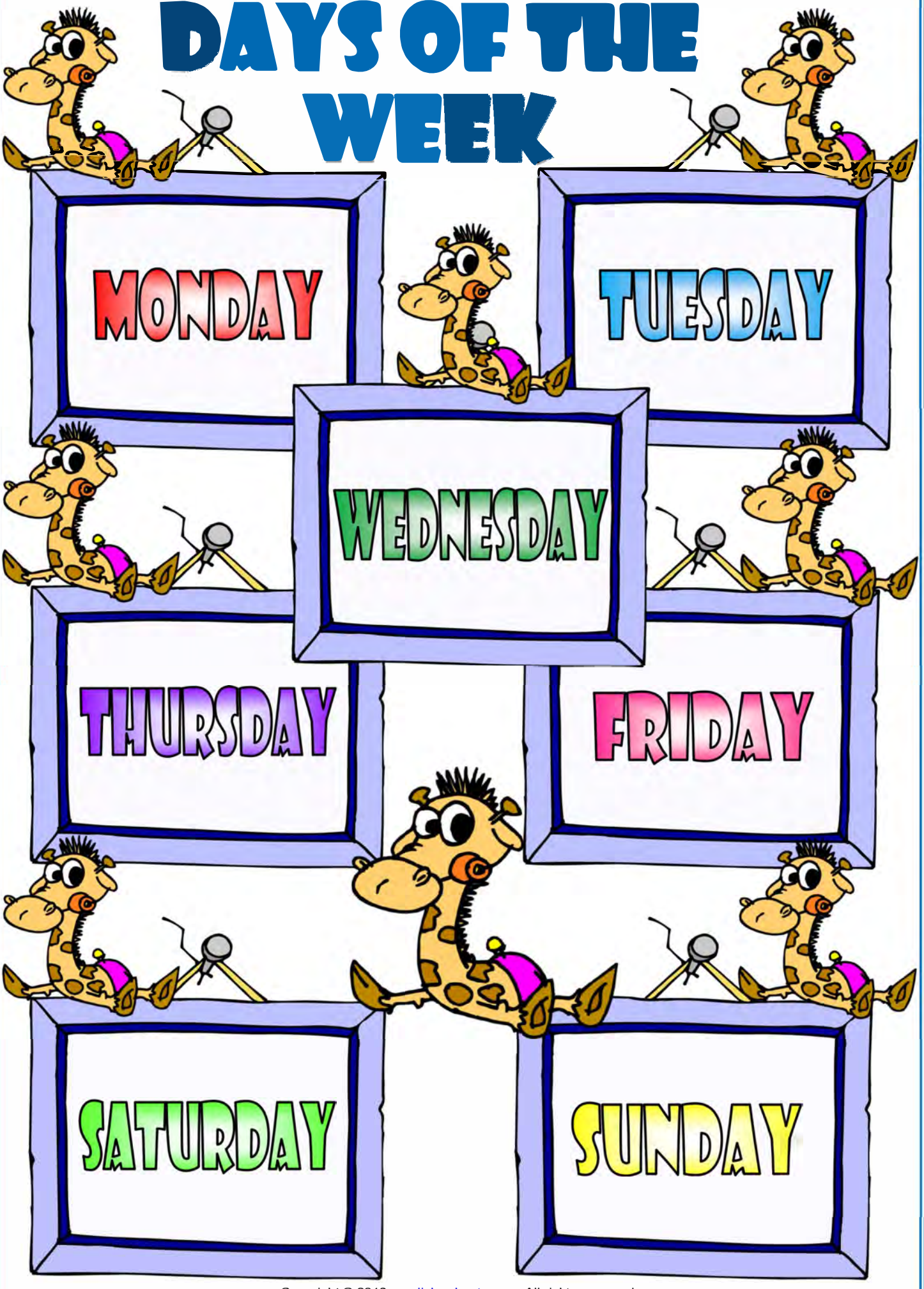
Days of the week

1	**Competence (CNB)**	1. Utiliza el lenguaje verbal y no verbal en la comunicación de textos orales relativos a situaciones cercanas a su realidad.
2	**Achievement indicator (CNB)**	1.2. Ordena hechos para formar secuencias siguiendo parámetros temporales,
3	**Contents (CNB)**	1.2.2. Identificación de los días de la semana. (Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.)
4	**Objective of the lesson**	Use: Days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday) To: Identify and name days of the week In: Pair activity where students create sentences using days of the week and an activity they do.
5	**Online practice**	https://quizlet.com/386917745/days-of-the-week-in-english-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		Grado	4to. Primaria
Class objective	Use: Days of the week (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday) To: Identify and name days of the week In: Pair activity where students create sentences using days of the week and an activity they do.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Quick Debates: Give a simple topic, and students give one-sentence arguments for or against it.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Review the vocabulary related to days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Display a calendar or visual representation of the days of the week and briefly discuss their order and significance.		Flashcards or drawings of Days of the week T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and provide each pair with a set of cards featuring days of the week. Instruct students to create sentences using the days of the week and an activity they do on each day (e.g., On Monday, I go to school. On Saturday, I play soccer.). Encourage students to use correct sentence structure and verb tenses in their sentences.		Flashcards or drawings of Days of the week T-S S-S
Closure **evaluation, class presentation** 10 minutes	Have a few pairs share their sentences with the class, emphasizing correct usage of days of the week and activities. Conduct a discussion about weekly routines, asking students to talk about their favorite activities on different days of the week.		Flashcards or drawings of Days of the week T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

DAYS OF THE WEEK



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Topic 17 **Grado 4to. Primaria**

Months of the year

1	**Competence (CNB)**	1. Utiliza el lenguaje verbal y no verbal en la comunicación de textos orales relativos a situaciones cercanas a su realidad.
2	**Achievement indicator (CNB)**	1.2. Ordena hechos para formar secuencias siguiendo parámetros temporales,
3	**Contents (CNB)**	1.2.3. Identificación de los meses del año. (Months of the year: January, February, March, April, May, June, July, August, September, October, November and December.)
4	**Objective of the lesson**	Use: Months of the year (January, February, March, April, May, June, July, August, September, October, November, December) To: Identify and name months of the year In: Pair activity where students match events or holidays with their corresponding months.
5	**Online practice**	https://quizlet.com/684626440/months-of-the-year-in-english-flash-cards/?x=1jqt

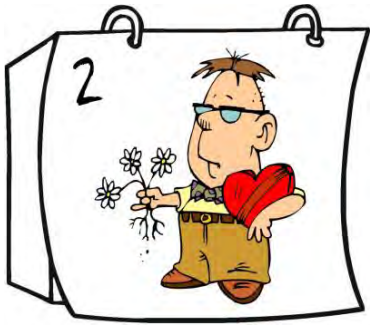
Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**4to. Primaria**
Class objective	Use: Months of the year (January, February, March, April, May, June, July, August, September, October, November, December) To: Identify and name months of the year In: Pair activity where students match events or holidays with their corresponding months.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Hot Seat: One student sits at the front, and classmates ask them rapid-fire questions.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the vocabulary related to months of the year: January, February, March, April, May, June, July, August, September, October, November, December. Display a calendar or visual representation of the months of the year and briefly discuss the significance of each month.		Flashcards or drawings of Months of the year T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and provide each pair with a set of cards featuring events or holidays and their corresponding months. Instruct students to match the events or holidays with the correct months of the year. Encourage students to discuss the reasons behind their matches and the significance of the events or holidays.		Flashcards or drawings of Months of the year T-S S-S
Closure **evaluation, class presentation** 10 minutes	Have a few pairs share their matches and explanations with the class. Conduct a discussion about special events or holidays in different months, asking students to share their favorite events and why they like them.		Flashcards or drawings of Months of the year T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

MONTHS PICTURE DICTIONARY



January



February



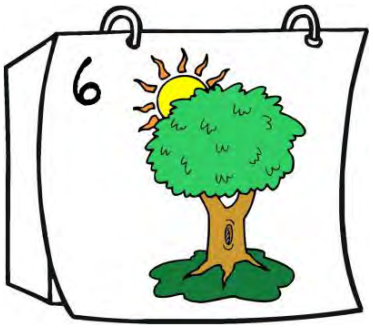
March



April



May



June



July



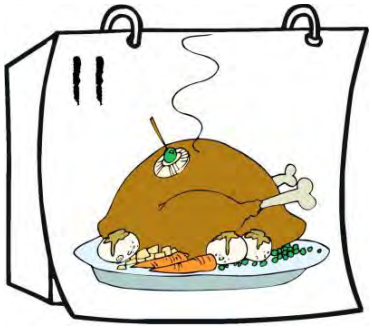
August



September



October



November



December

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Topic 18 **Grado 4to. Primaria**

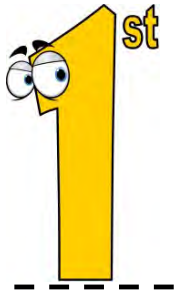
Ordinal Numbers

1	**Competence (CNB)**	1. Utiliza el lenguaje verbal y no verbal en la comunicación de textos orales relativos a situaciones cercanas a su realidad.
2	**Achievement indicator (CNB)**	1.2. Ordena hechos para formar secuencias siguiendo parámetros temporales,
3	**Contents (CNB)**	1.2.5. Identificación de los números ordinales de 1 a 50. (First, second, third, fourth, fifth, and so on.)
4	**Objective of the lesson**	Use: Ordinal numbers (First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth) To: Identify and use ordinal numbers to describe the position of objects or people in a sequence In: Pair activity where students create and act out sequences of events or objects, using ordinal numbers to describe their positions.
5	**Online practice**	https://quizlet.com/16683077/ordinal-numbers-in-english-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**4to. Primaria**
Class objective	Use: Ordinal numbers (First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth) To: Identify and use ordinal numbers to describe the position of objects or people in a sequence In: Pair activity where students create and act out sequences of events or objects, using ordinal numbers to describe their positions.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Categories: Pick a category (e.g., animals), and students take turns naming items in that category.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the vocabulary related to ordinal numbers: First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth. Display visual representations of objects or events in a sequence and briefly discuss their order using ordinal numbers.		Flashcards or drawings of Ordinal Numbers T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and provide each pair with a set of cards featuring events or objects in a sequence. I nstruct students to create and act out sequences of events or objects, using ordinal numbers to describe their positions (e.g., First, Second, Third, etc.). Encourage students to use correct ordinal number forms and practice speaking aloud while acting out their sequences.		Flashcards or drawings of Ordinal Numbers T-S S-S
Closure **evaluation, class presentation** 10 minutes	Have a few pairs share their sequences with the class, using ordinal numbers to describe the positions of objects or events. Conduct a quick review quiz where students have to identify the ordinal numbers for different objects or events shown on flashcards or on the board.		Flashcards or drawings of Ordinal Numbers T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

ORDINAL NUMBERS PICTURE DICTIONARY



first



second



third



fourth



fifth



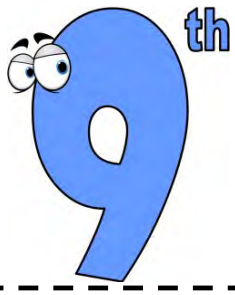
sixth



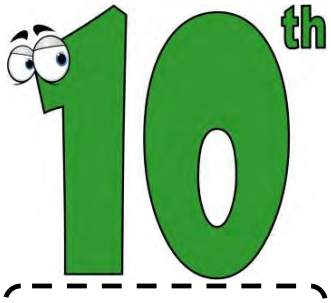
seventh



eighth



ninth



tenth



eleventh



twelfth



thirteenth



fourteenth



fifteenth



sixteenth



seventeenth



eighteenth



nineteenth



twentieth

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Topic 19 **Grado 4to. Primaria**

Adjectives to describe people's personality

1	**Competence (CNB)**	4. Produce textos escritos breves y sencillos apegándose a las normas de la lengua extranjera.
2	**Achievement indicator (CNB)**	4.2. Escribe palabras con el orden correspondiente.
3	**Contents (CNB)**	4.2.1. Respeto por el orden sintáctico al ubicar las palabras que califican o describen en oraciones y textos cortos. (Word order: “White house.”, “Pretty girl.”, “Old man.”, “She's a pretty girl.”)
4	**Objective of the lesson**	Use: Personality adjectives (Friendly, Kind, Honest, Brave, Creative, Funny, Generous, Intelligent, Responsible, Patient, Shy, Outgoing) To: Describe people's personality traits In: Pair activity where students describe themselves and their family members using personality adjectives
5	**Online practice**	https://quizlet.com/517781438/adjectives-describing-people-personality-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**4to. Primaria**
Class objective	Use: Personality adjectives (Friendly, Kind, Honest, Brave, Creative, Funny, Generous, Intelligent, Responsible, Patient, Shy, Outgoing) To: Describe people's personality traits In: Pair activity where students describe themselves and their family members using personality adjectives		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Mimic Emotions: Say an emotion, and students act it out with facial expressions and body language.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the vocabulary related to personality adjectives: Friendly, Kind, Honest, Brave, Creative, Funny, Generous, Intelligent, Responsible, Patient, Shy, Outgoing. Display visual representations or examples of each personality trait and briefly discuss their meanings.		Flashcards or drawings of Adjectives to describe people's personality T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and provide each pair with a list of personality adjectives. Instruct students to take turns describing themselves and their family members using the personality adjectives from the list. Encourage students to provide examples or anecdotes to support their descriptions.		Flashcards or drawings of Adjectives to describe people's personality T-S S-S
Closure **evaluation, class presentation** 10 minutes	Have a few pairs share their descriptions with the class, focusing on using the personality adjectives accurately. Conduct a quick review activity where students match the personality adjectives with their definitions or synonyms on a worksheet.		Flashcards or drawings of Adjectives to describe people's personality T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S



ADJECTIVES TO DESCRIBE CHARACTER AND PERSONALITY

1



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Topic 20 **Grado 4to. Primaria**

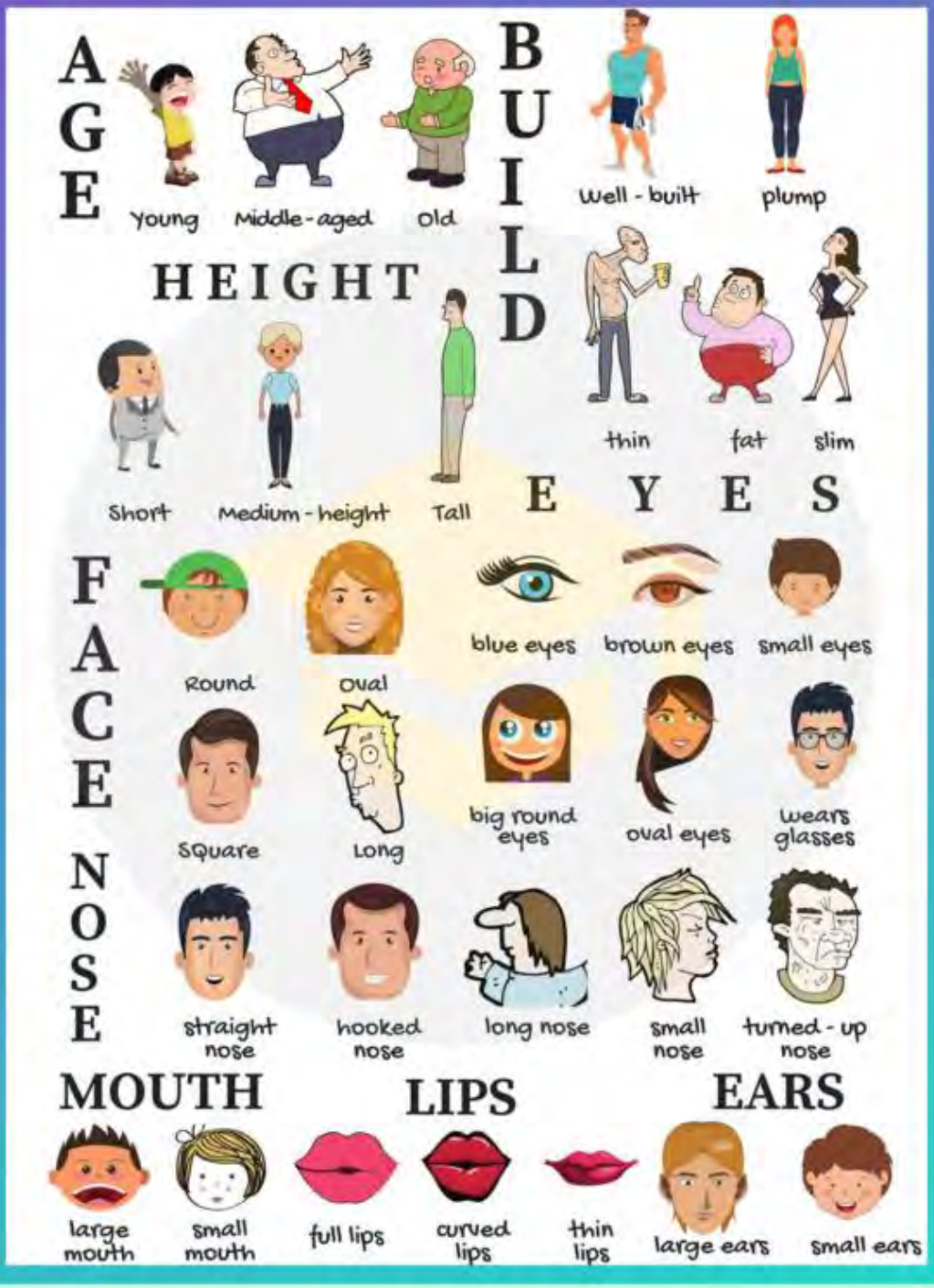
Adjectives to describe people's appearance

1	**Competence (CNB)**	4. Produce textos escritos breves y sencillos apegándose a las normas de la lengua extranjera.
2	**Achievement indicator (CNB)**	4.2. Escribe palabras con el orden correspondiente.
3	**Contents (CNB)**	4.2.1. Respeto por el orden sintáctico al ubicar las palabras que califican o describen en oraciones y textos cortos. (Word order: “White house.”, “Pretty girl.”, “Old man.”, “She's a pretty girl.”)
4	**Objective of the lesson**	Use: Appearance adjectives (Tall, Short, Slim, Chubby, Curly, Straight, Blonde, Brunette, Dark-skinned, Light-skinned, Freckled, Glasses) To: Describe people's physical appearance In: Pair activity where students describe their family members' appearance
5	**Online practice**	https://quizlet.com/ru/224531637/describing-peoples-appearance-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**4to. Primaria**
Class objective	Use: Appearance adjectives (Tall, Short, Slim, Chubby, Curly, Straight, Blonde, Brunette, Dark-skinned, Light-skinned, Freckled, Glasses) To: Describe people's physical appearance In: Pair activity where students describe their family members' appearance		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Speed Spelling: Say a word, and students quickly spell it out loud.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the vocabulary related to appearance adjectives: Tall, Short, Slim, Chubby, Curly, Straight, Blonde, Brunette, Dark-skinned, Light-skinned, Freckled, Glasses. Display visual representations or examples of each appearance adjective and briefly discuss their meanings.		Flashcards or drawings of Adjectives to describe people's appearance T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and provide each pair with a list of appearance adjectives. Instruct students to take turns describing their family members' physical appearance using the appearance adjectives from the list. Encourage students to provide specific details about each family member's appearance.		Flashcards or drawings of Adjectives to describe people's appearance T-S S-S
Closure **evaluation, class presentation** 10 minutes	Have a few pairs share their descriptions with the class, focusing on using the appearance adjectives accurately. Conduct a quick review activity where students create sentences using appearance adjectives to describe fictional characters or celebrities.		Flashcards or drawings of Adjectives to describe people's appearance T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

DESCRIBING PEOPLE



HTTPS://LANGUAGEADVISOR.NET

Topic 21 **Grado 5to. Primaria**

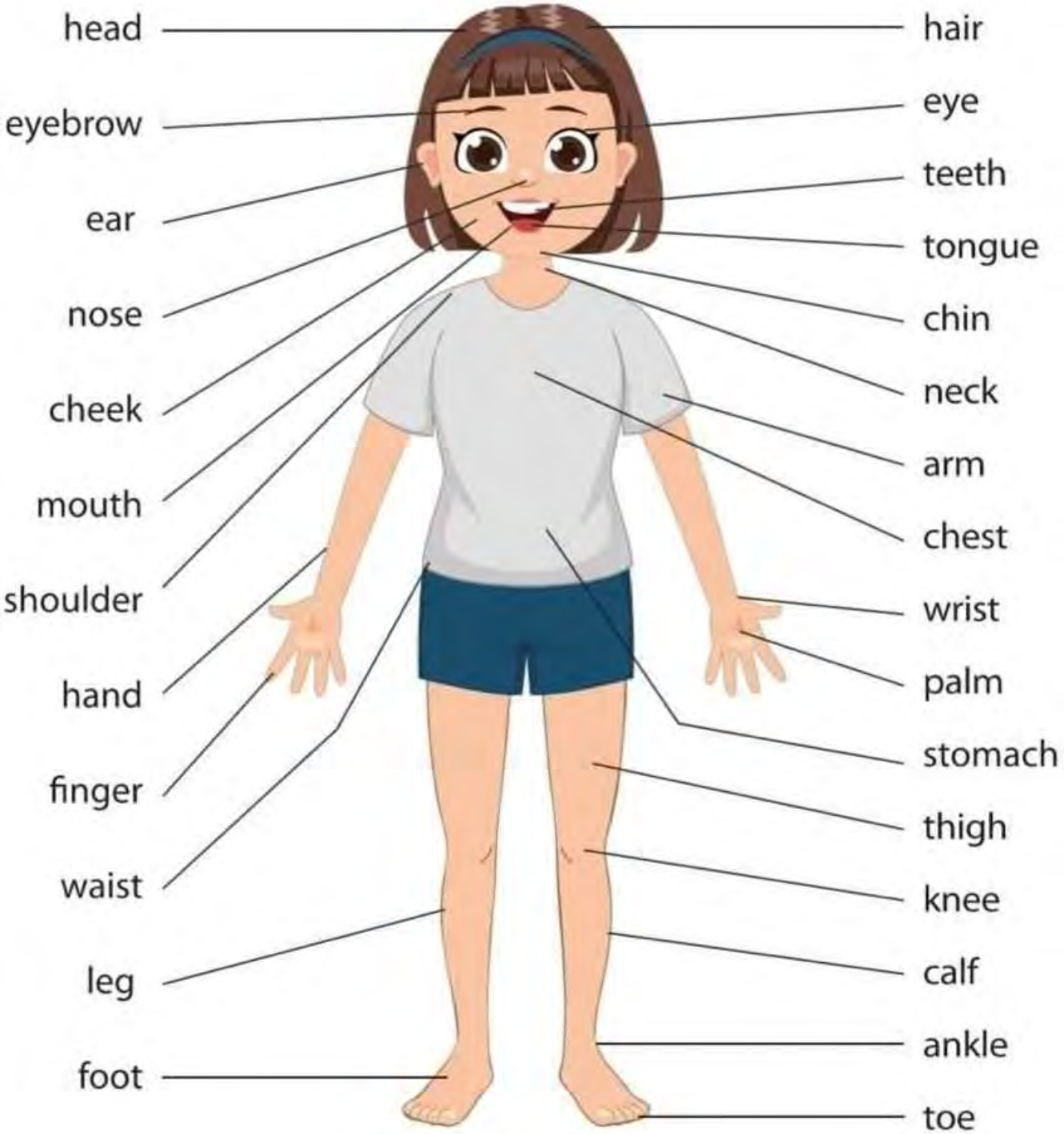
Parts of the body

1	**Competence (CNB)**	1. Utiliza, en su comunicación, textos orales referentes a situaciones, acontecimientos y objetos próximos.
2	**Achievement indicator (CNB)**	1.1. Interpreta canciones, rimas e historias cortas, entre otras.
3	**Contents (CNB)**	1.1.3. Representación de rimas asociándolas con gestos y movimientos corporales.
4	**Objective of the lesson**	Use: Parts of the body (Head, Shoulders, Knees, Toes, Eyes, Ears, Nose, Mouth, Arms, Legs, Hands, Feet) To: Identify and name parts of the body In: Pair activity where students point and say different parts of the body on themselves and their partner.
5	**Online practice**	https://quizlet.com/mx/918989112/parts-of-body-in-english-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**5to. Primaria**
Class objective	Use: Parts of the body (Head, Shoulders, Knees, Toes, Eyes, Ears, Nose, Mouth, Arms, Legs, Hands, Feet) To: Identify and name parts of the body In: Pair activity where students point and say different parts of the body on themselves and their partner.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	I Spy: Play a quick game of "I Spy" using items in the classroom.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the vocabulary related to parts of the body: Head, Shoulders, Knees, Toes, Eyes, Ears, Nose, Mouth, Arms, Legs, Hands, Feet. Display visual representations or diagrams of the human body and label each part with its corresponding name.		Flashcards or drawings of Parts of the body T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and ask them to stand facing each other. Instruct students to take turns pointing to different parts of the body on themselves and their partner, while saying the name of each body part aloud. Encourage students to pronounce the body part names clearly and accurately.		Flashcards or drawings of Parts of the body T-S S-S
Closure **evaluation, class presentation** 10 minutes	Have a few pairs demonstrate the activity in front of the class, ensuring that they correctly identify and name the parts of the body. Conduct a quick review quiz where students write down the names of different body parts based on verbal descriptions provided by the teacher.		Flashcards or drawings of Parts of the body T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

Parts of the Body



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Topic 22 **Grado 5to. Primaria**

Everyday actions

1	**Competence (CNB)**	3. Lee en forma comprensiva sus producciones escritas así como las señalizaciones, anuncios y mensajes básicos.
2	**Achievement indicator (CNB)**	3.1. Ordena convenientement e los diferentes fragmentos de una historia dada.
3	**Contents (CNB)**	3.1.2. Identificación de las palabras del vocabulario que indican secuencia temporal. (First, second, at the end, before, after, among others. “First, I get up. Then, I take a shower and have breakfast. After that, I come to school”)
4	**Objective of the lesson**	Use: Everyday actions (Walk, Run, Jump, Dance, Sing, Read, Write, Draw, Play, Eat, Sleep, Talk) To: Learn and use action verbs In: Pair activity where students share the time they do the everyday actions. I read my book in the afternoon. I jump the rope in the afternoon.
5	**Online practice**	https://quizlet.com/36876285/daily-activities-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**5to. Primaria**
Class objective	Use: Everyday actions (Walk, Run, Jump, Dance, Sing, Read, Write, Draw, Play, Eat, Sleep, Talk) To: Learn and use action verbs In: Pair activity where students share the time they do the everyday actions. I read my book in the afternoon. I jump the rope in the afternoon.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Finish the Proverb: Start a common proverb or saying, and students finish it.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the vocabulary related to everyday actions: Walk, Run, Jump, Dance, Sing, Read, Write, Draw, Play, Eat, Sleep, Talk. Display visual representations or gestures for each action verb and briefly explain their meanings.		Flashcards or drawings of Everyday actions T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and provide each pair with a list of action verbs. Instruct students to take turns sharing the time of day they typically do each everyday action, using time expressions such as morning, afternoon, evening, or night. For example: "I read my book in the afternoon. I jump the rope in the evening." Encourage students to use complete sentences and vary the time expressions for different actions.		Flashcards or drawings of Everyday actions T-S S-S
Closure **evaluation, class presentation** 10 minutes	Have a few pairs share their sentences with the class, focusing on using action verbs and time expressions accurately. Conduct a group discussion where students talk about their daily routines and the actions they do at different times of the day.		Flashcards or drawings of Everyday actions T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

VERBS OF BODY MOVEMENT



Hit Catch Kick Punch Kiss



Clap Laugh Dance Break Sit Stand



Jog Run March Wave Talk



Drag Open Cartwheel Put down Pick up



Stretch Drop Point Throw Slip Trip



Look Cry Lie down Pour Crawl

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Topic 23

Grado 5to. Primaria

Clothes

1	**Competence (CNB)**	5. Respeta las costumbres y tradiciones que implica el idioma en aprendizaje.
2	**Achievement indicator (CNB)**	5.2. Utiliza saludos y despedidas adecuados a la situación.
3	**Contents (CNB)**	5.2.3. Expresión de preferencias con respecto a ropa, comida, actividades y celebraciones. (I like to wear jeans when it is cold.", "I'd rather have an ice cream than eat cake).
4	**Objective of the lesson**	Use: Clothing items (Shirt, Pants, Dress, Skirt, Shorts, T-shirt, Jacket, Sweater, Shoes, Socks, Hat, Gloves) To: Identify and name clothing items In: Pair activity where students match clothing items with weather conditions and discuss appropriate clothing for different seasons.
5	**Online practice**	https://quizlet.com/56212335/clothes-in-english-gb-flash-cards/?x=1jqt

Important: always check the "contenido declarativo" in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**5to. Primaria**
Class objective	Use: Clothing items (Shirt, Pants, Dress, Skirt, Shorts, T-shirt, Jacket, Sweater, Shoes, Socks, Hat, Gloves) To: Identify and name clothing items In: Pair activity where students match clothing items with weather conditions and discuss appropriate clothing for different seasons.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Hand Gestures: Teach and practice simple hand gestures for different words or phrases.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the vocabulary related to clothing items: Shirt, Pants, Dress, Skirt, Shorts, T-shirt, Jacket, Sweater, Shoes, Socks, Hat, Gloves. Display visual representations or pictures of different clothing items and briefly discuss their names and purposes.		Flashcards or drawings of Clothes T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and provide each pair with a set of cards featuring clothing items and weather conditions (e.g., sunny, rainy, cold, hot). Instruct students to match the clothing items with appropriate weather conditions and discuss why certain clothing items are suitable for different seasons or weather conditions. Encourage students to use descriptive language and explain their choices.		Flashcards or drawings of Clothes T-S S-S
Closure **evaluation, class presentation** 10 minutes	Have a few pairs share their matches and explanations with the class, focusing on using vocabulary related to clothing items and weather conditions. Conduct a group discussion where students talk about dressing appropriately for different seasons and weather situations.		Flashcards or drawings of Clothes T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

CLOTHES PICTURE DICTIONARY 1



t-shirt



shorts



blouse



skirt



trousers



shirt



jeans



sweatshirt



dress



sweater



tank top



jacket



cardigan



coat



overalls



hoodie

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Topic 24 **Grado 5to. Primaria**

Adverbs of frequency

1	**Competence (CNB)**	4. Produce textos escritos breves de su entorno personal y familiar
2	**Achievement indicator (CNB)**	4.1. Maneja correctamente la ortografía de las palabras.
3	**Contents (CNB)**	4.1.5. Identificación de los adverbios de frecuencia. (Often, seldom, usually, entre otros)
4	**Objective of the lesson**	Use: Adverbs of frequency (Always, Usually, Sometimes, Often, Rarely, Never) To: Describe how often actions occur In: Pair activity where students create sentences using adverbs of frequency to talk about their daily routines and habits.
5	**Online practice**	https://quizlet.com/279747518/adverbs-of-frequency-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**5to. Primaria**
Class objective	Use: Adverbs of frequency (Always, Usually, Sometimes, Often, Rarely, Never) To: Describe how often actions occur In: Pair activity where students create sentences using adverbs of frequency to talk about their daily routines and habits.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Word Ladders: Say a word, and students change one letter at a time to create new words.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the adverbs of frequency: Always, Usually, Sometimes, Often, Rarely, Never. Write these adverbs on the board and provide examples of sentences using each one (e.g., "I always brush my teeth in the morning," "I never eat junk food").		Flashcards or drawings of Adverbs of frequency T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and give each pair a set of flashcards with different daily activities written on them (e.g., brush teeth, do homework, play sports, watch TV). Instruct students to take turns picking a flashcard and creating sentences about their daily routines using the adverbs of frequency. For example, "I often do my homework after school," "I rarely watch TV in the morning." Students should practice both speaking and listening to each other's sentences, ensuring they use the adverbs of frequency correctly.		Flashcards or drawings of Adverbs of frequency T-S S-S
Closure **evaluation, class presentation** 10 minutes	Ask each pair to share a few sentences they created with the class, ensuring they use a variety of adverbs of frequency. Conduct a short quiz where students write down sentences using adverbs of frequency based on different prompts provided by the teacher (e.g., "How often do you play sports?" "How often do you read books?").		Flashcards or drawings of Adverbs of frequency T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

ADVERBS OF FREQUENCY

100%	ALWAYS	Everyone **always** speaks well of Mark.
90%	USUALLY	She **usually** fed her cat cheap cat food.
80%	GENERALLY	A sentence **normally** has a subject and a verb.
70%	OFTEN	I used to **often** take walks along that road.
50%	SOMETIMES	Married people **sometimes** wish they were single.
30%	OCCASIONALLY	I **occasionally** eat meat.
15%	SELDOM	My father **seldom** watches TV at night.
5%	RARELY	He **rarely** makes a mistake.
0%	NEVER	I **never** forget a face.

Topic 25

Grado 5to. Primaria

I like, I prefer

1	**Competence (CNB)**	5. Respeta las costumbres y tradiciones que implica el idioma en aprendizaje.
2	**Achievement indicator (CNB)**	5.1. Establece la diferencia entre aspectos de la realidad cotidiana transmitidos por la lengua extranjera y las costumbres de su propia cultura.
3	**Contents (CNB)**	5.1.2. Comparación entre las formas de celebrar de sus mayores y las formas de celebrar propias y de sus compañeros y compañeras. (My parents celebrate Christmas eating tamales. I like tamales too; but, sometimes, I prefer chicken).
4	**Objective of the lesson**	Use: Expressing preferences (I like, I prefer, I enjoy, I love, I dislike, I hate) To: Express personal preferences In: Pair activity where students discuss their likes and dislikes regarding food, activities, and hobbies in a chart.
5	**Online practice**	https://quizlet.com/839128709/likes-and-preferences-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		Grado	5to. Primaria
Class objective	Use: Expressing preferences (I like, I prefer, I enjoy, I love, I dislike, I hate) To: Express personal preferences In: Pair activity where students discuss their likes and dislikes regarding food, activities, and hobbies in a chart.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Story Starters: Begin a story, and students add one sentence each to continue it.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the phrases for expressing preferences: I like, I prefer, I enjoy, I love, I dislike, I hate. Write these phrases on the board and provide examples of sentences using each one (e.g., "I like pizza," "I prefer reading books," "I hate running").		Flashcards or drawings of I like, I prefer T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and give each pair a chart with three columns labeled: Food, Activities, and Hobbies. Instruct students to take turns asking each other about their preferences using the phrases introduced. For example, "Do you like pizza?" "What do you prefer, swimming or running?" "What hobbies do you enjoy?" Students should fill in the chart with their partner's responses, writing sentences that express their partner's preferences. For example, "Maria likes pizza," "John prefers swimming," "Anna enjoys painting."		Flashcards or drawings of I like, I prefer T-S S-S
Closure **evaluation, class presentation** 10 minutes	Ask each pair to share some of the preferences they discussed with the class, ensuring they use a variety of the phrases for expressing preferences. Conduct a brief activity where students write a few sentences about their own preferences using the phrases, and then share these sentences with a new partner.		Flashcards or drawings of I like, I prefer T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

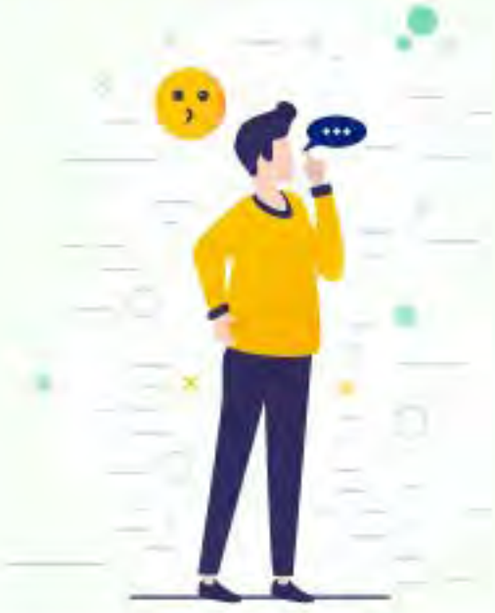
LIKES & DISLIKES IN ENGLISH

LEARN ENGLISH WITH HARRY

WAYS FOR EXPRESSING LIKES

- I like...
- I love...
- I adore...
- I'm crazy about...
- I'm mad about...
- I enjoy...
- I'm keen on...
- I have a soft spot (for somebody)
- I think ... is / are brilliant / great / wonderful
- I'm into (something)
- I'm really / very / quite interested in...





WAYS FOR EXPRESSING DISLIKES

- I don't like...
- I dislike...
- I hate...
- I abhor...
- I can't bear...
- I can't stand...
- I detest...
- I loathe...
- I'm not keen on...

NEITHER LIKE NOR DISLIKE SOMETHING

- I don't mind
- I don't really care either way
- It's all the same to me
- I think ... is / are alright



Topic 26

Grado 6to. Primaria

Feelings

1	**Competence (CNB)**	1. Comunica la información global y específica de textos orales y escritos, sobre situaciones y acontecimientos de su entorno.
2	**Achievement indicator (CNB)**	1.3. Emplea el idioma para resolver dudas en los intercambios comunicativos.
3	**Contents (CNB)**	1.3.2. Expresión de necesidades y estados de ánimo (Questions using “where”: “Where is my book?”, “Where is my eraser?”; expressions of feelings: “happy”, “sad”, “worried”, “angry”, “scared”).
4	**Objective of the lesson**	Use: Feelings (Happy, Sad, Angry, Excited, Tired, Scared, Surprised, Nervous, Confused, Bored, Calm, Proud) To: Identify and express different feelings In: Pair activity where students act out different feelings and guess each other's feelings based on facial expressions and body language.
5	**Online practice**	https://quizlet.com/549962801/feelings-english-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**6to. Primaria**
Class objective	Use: Feelings (Happy, Sad, Angry, Excited, Tired, Scared, Surprised, Nervous, Confused, Bored, Calm, Proud) To: Identify and express different feelings In: Pair activity where students act out different feelings and guess each other's feelings based on facial expressions and body language.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	What's Missing?: Describe a scene or list of items, then ask what's missing from the description.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the vocabulary for feelings: Happy, Sad, Angry, Excited, Tired, Scared, Surprised, Nervous, Confused, Bored, Calm, Proud, and have students repeat the words after you to practice pronunciation. Write these words on the board and provide an example sentence for each feeling (e.g., "I feel happy when I play with my friends," "I feel nervous before a test").		Flashcards or drawings of Feelings T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and give each pair a list of feelings. Activity 1: Instruct students to take turns acting out each feeling using facial expressions and body language while their partner guesses the feeling. For example, one student acts out being "tired," and the other student guesses by saying, "You are tired." Activity 2: Ask students to create sentences describing situations when they feel each emotion. For example, "I feel excited when I go to the amusement park," "I feel sad when my friend moves away." Pairs should take turns sharing their sentences with each other, practicing both speaking and listening.		Flashcards or drawings of Feelings T-S S-S
Closure **evaluation, class presentation** 10 minutes	Conduct a brief wrap-up activity where students draw a picture of an event that makes them feel one of the feelings discussed. They should write a sentence below the picture describing their feeling and the event (e.g., "I feel proud when I get a good grade on my test"). Display the drawings in the classroom to reinforce the vocabulary and provide a visual reminder of the lesson.		Flashcards or drawings of Feelings T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

How are you feeling?



Angry



Frustrated



Shocked



Silly



Excited



Thoughtful



Upset



Disappointed



Worried



Proud



Brave



Happy

Topic 27 **Grado 6to. Primaria**

Prepositions of place

1	**Competence (CNB)**	1. Comunica la información global y específica de textos orales y escritos, sobre situaciones y acontecimientos de su entorno.
2	**Achievement indicator (CNB)**	1.1. Utiliza el vocabulario en situaciones comunicativas recreadas en el aula.
3	**Contents (CNB)**	1.1.1. Interpretación de significados a partir de informaciones verbales ya conocidas (prepositions of place: next to, behind, under; vocabulary in context: We say: “The book is on the table, not in the table”).
4	**Objective of the lesson**	Use: Prepositions of place (In, On, Under, Behind, Next to, Between, Above, Below) To: Describe the location of objects In: Pair activity where students place objects and things in a wrong way (a shoe on the desk) and they ask each other: Where is the shoe?
5	**Online practice**	https://quizlet.com/nz/411033167/prepositions-of-place-in-english-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**6to. Primaria**
Class objective	Use: Prepositions of place (In, On, Under, Behind, Next to, Between, Above, Below) To: Describe the location of objects In: Pair activity where students place objects and things in a wrong way (a shoe on the desk) and they ask each other: Where is the shoe?		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Silent Sentences: Mime an action or sentence, and students guess what it is.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the vocabulary for prepositions of place: In, On, Under, Behind, Next to, Between, Above, Below. Write these words on the board and provide example sentences for each preposition (e.g., "The book is on the table," "The cat is under the chair"). Use real objects in the classroom to demonstrate each preposition. For example, place a book on a desk, a pencil under a chair, etc., and have students repeat the sentences after you to practice pronunciation.		Flashcards or drawings of Prepositions of place T-S S-S
Main Part **Practice and repeat** 10 minutes	Activity 1: Instruct students to take turns placing objects in different locations according to the prepositions of place. For example, one student places a shoe on the desk and asks their partner, "Where is the shoe?" The partner responds, "The shoe is on the desk." Activity 2: Have students create sentences describing the location of objects. For example, "The pencil is under the chair," "The book is between the two desks." Pairs should take turns asking and answering questions about the location of objects, practicing both speaking and listening.		Flashcards or drawings of Prepositions of place T-S S-S
Closure **evaluation, class presentation** 10 minutes	Conduct a brief wrap-up activity where each pair places an object in a specific location in the classroom and asks the class, "Where is the [object]?" The class responds using the correct preposition of place.		Flashcards or drawings of Prepositions of place T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

Prepositions Of Place

SKOOLGO



Among



Behind



Beside



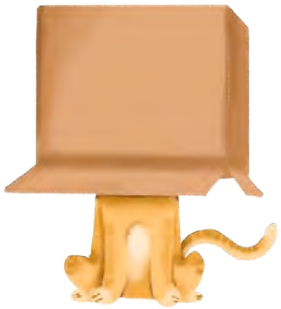
Above



Around



On



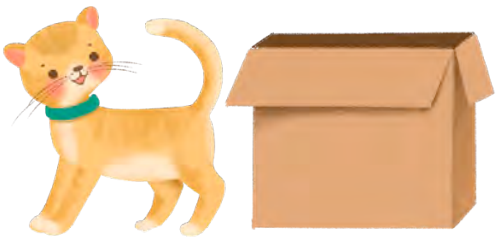
Under



Through



Between



Near



In front



In

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Topic 28 **Grado 6to. Primaria**

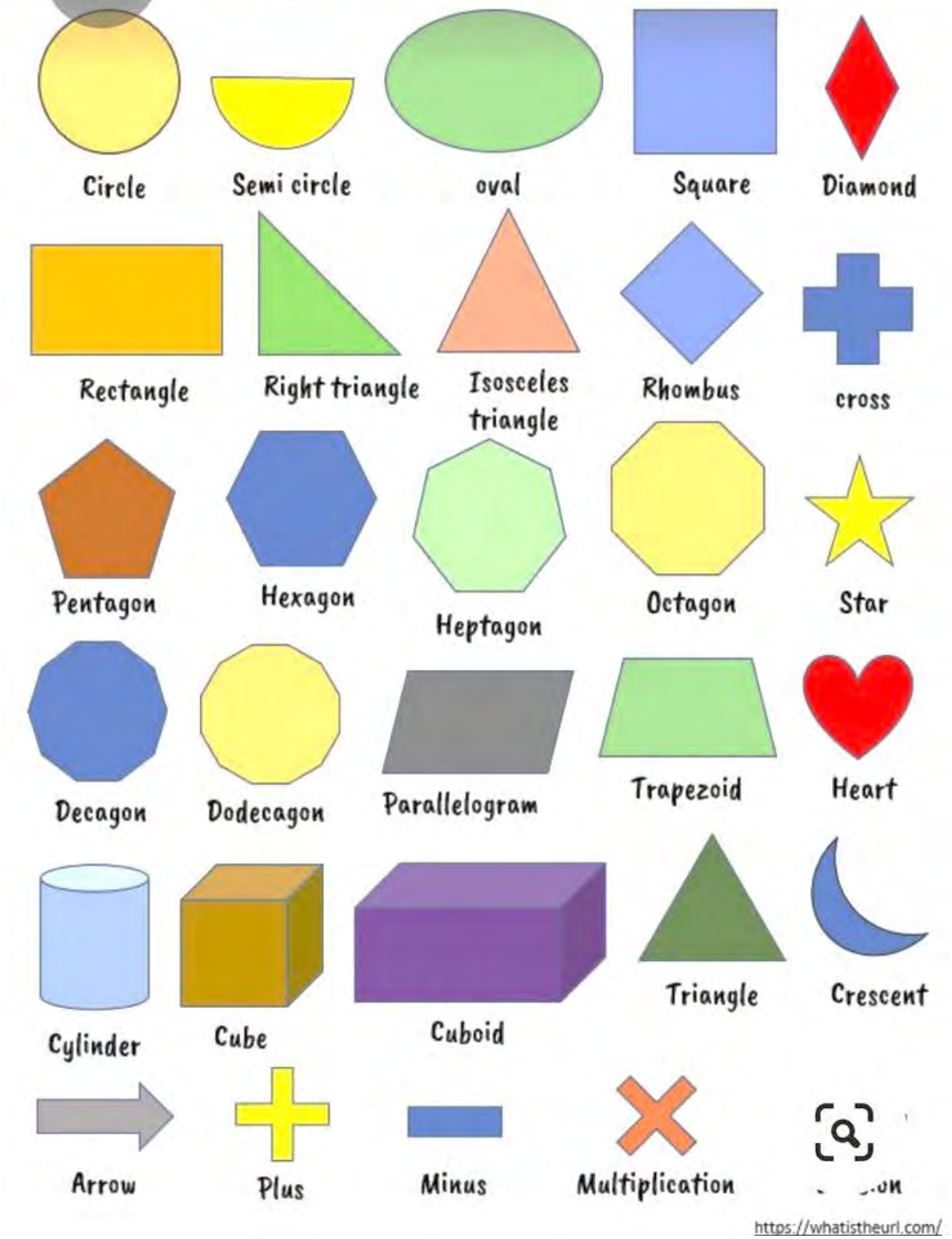
Shape and sizes

1	**Competence (CNB)**	1. Comunica la información global y específica de textos orales y escritos, sobre situaciones y acontecimientos de su entorno.
2	**Achievement indicator (CNB)**	1.2. Interpreta información oral y escrita y la emplea con fines prácticos.
3	**Contents (CNB)**	1.2.4. Formación de familias de palabras (Shapes and sizes: large, short, round, squared).
4	**Objective of the lesson**	Use: Shapes and sizes (Circle, Square, Triangle, Rectangle, Oval, Heart, Star, Big, Small, Large, Tiny, Medium-sized) To: Identify and describe shapes and sizes In: Pair activity where students categorize objects based on their shapes and sizes. The whiteboard is rectangle and white
5	**Online practice**	https://quizlet.com/349534667/shapes-english-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**6to. Primaria**
Class objective	Use: Shapes and sizes (Circle, Square, Triangle, Rectangle, Oval, Heart, Star, Big, Small, Large, Tiny, Medium-sized) To: Identify and describe shapes and sizes In: Pair activity where students categorize objects based on their shapes and sizes. The whiteboard is rectangle and white		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Quick Facts: Share a fun fact, and students share what they know about the topic.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the vocabulary for shapes: Circle, Square, Triangle, Rectangle, Oval, Heart, Star and also the vocabulary for sizes: Big, Small, Large, Tiny, Medium-sized, Have students repeat the names of the shapes and sizes after you to practice pronunciation. Write these words on the board and provide visual aids (drawings or flashcards) for each shape.		Flashcards or drawings of Shape and sizes T-S S-S
Main Part **Practice and repeat** 10 minutes	Pair up students and provide each pair with a set of objects or shapes drawn on cards (e.g., circles, squares, triangles in different sizes). Activity 1: Instruct students to take turns categorizing the objects by shape. For example, one student says, "This is a triangle," and places it in the triangle category. The partner confirms, "Yes, that is a triangle." Activity 2: Have students categorize the objects by size. For example, "This is a big circle," and place it in the big circle category. The partner confirms, "Yes, that is a big circle." Encourage students to describe the shapes and sizes of objects in the classroom. For example, "The whiteboard is a rectangle and big," "The clock is a circle and medium-sized."		Flashcards or drawings of Shape and sizes T-S S-S
Closure **evaluation, class presentation** 10 minutes	Conduct a brief wrap-up activity where each pair finds objects in the classroom and describes their shapes and sizes. For example, "The book is a rectangle and small," "The window is a square and large."		Flashcards or drawings of Shape and sizes T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

SHAPES NAMES



https://whatistheurl.com/

Topic 29 **Grado 6to. Primaria**

Numbers 20-100

1	**Competence (CNB)**	2. Establece relaciones entre el significado, la pronunciación y la representación gráfica del vocabulario de los aspectos sonoros, del ritmo y de la entonación.
2	**Achievement indicator (CNB)**	2.1. Reproduce espontáneament e la pronunciación correcta de las palabras.
3	**Contents (CNB)**	2.1.4. Identificación de las palabras que significan numerales de 100 a 1000.
4	**Objective of the lesson**	Use: Numbers 20 to 100 To: Identify, count, and write numbers from 20 to 100 In: Pair activity where students work together to write numbers in the correct order, count objects, and solve simple math problems using numbers from 20 to 100.
5	**Online practice**	https://quizlet.com/230232804/how-are-you-vocabulary-flash-cards/?x=1jqt

Important: always check the “contenido declarativo” in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**6to. Primaria**
Class objective	Use: Numbers 20 to 100 To: Identify, count, and write numbers from 20 to 100 In: Pair activity where students work together to write numbers in the correct order, count objects, and solve simple math problems using numbers from 20 to 100.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Speed Talking: Give a simple topic, and students talk about it for 30 seconds without stopping.		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the numbers from 20 to 100 by writing them on the board in groups (20-29, 30-39, etc.). Say each number aloud and have students repeat after you to practice pronunciation. Explain how the numbers are formed, focusing on the pattern (e.g., twenty-one, twenty-two, etc.).		Flashcards or drawings of Numbers 20-100 T-S S-S
Main Part **Practice and repeat** 10 minutes	Activity 1: Instruct students to arrange the number cards in the correct order from 20 to 100. One student lays out the cards while the other checks and reads the numbers aloud. Activity 2: Provide simple math problems using numbers from 20 to 100 (e.g., "What is 23 + 15?" or "How many objects are left if you take 30 out of 50?"). Students solve the problems together, writing down their answers and explaining their process to each other.		Flashcards or drawings of Numbers 20-100 T-S S-S
Closure **evaluation, class presentation** 10 minutes	Conduct a brief wrap-up activity where each pair creates and solves one math problem using numbers between 20 and 100, then shares their problem and solution with the class. Have students write a sequence of ten numbers from 20 to 100 in their notebooks (e.g., 34, 35, 36, ..., 43) and check each other's work for accuracy. Conclude with a quick oral counting exercise: one student starts counting from 20, and each subsequent student continues the sequence, ensuring everyone practices saying the numbers aloud.		Flashcards or drawings of Numbers 20-100 T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

Numbers 1 To 100

1 = One
2 = Two
3 = Three
4 = Four
5 = Five
6 = Six
7 = Seven
8 = Eight
9 = Nine
10 = Ten
11 = Eleven
12 = Twelve
13 = Thirteen
14 = Fourteen
15 = Fifteen
16 = Sixteen
17 = Seventeen
18 = Eighteen
19 = Nineteen
20 = Twenty
21 = Twenty-one
22 = Twenty-two
23 = Twenty-three
24 = Twenty-four
25 = Twenty-five
26 = Twenty-six
27 = Twenty-seven
28 = Twenty-eight
29 = Twenty-nine
30 = Thirty
31 = Thirty-one
32 = Thirty-two
33 = Thirty-three
34 = Thirty-four
35 = Thirty-five
36 = Thirty-six
37 = Thirty-seven
38 = Thirty-eight
39 = Thirty-nine
40 = Forty
41 = Forty-one
42 = Forty-two
43 = Forty-three
44 = Forty-four
45 = Forty-five
46 = Forty-six
47 = Forty-seven
48 = Forty-eight
49 = Forty-nine
50 = Fifty
51 = Fifty-one
52 = Fifty-two
53 = Fifty-three
54 = Fifty-four
55 = Fifty-five
56 = Fifty-six
57 = Fifty-seven
58 = Fifty-eight
59 = Fifty-nine
60 = Sixty
61 = Sixty-one
62 = Sixty-two
63 = Sixty-three
64 = Sixty-four
65 = Sixty-five
66 = Sixty-six
67 = Sixty-seven
68 = Sixty-eight
69 = Sixty-nine
70 = Seventy
71 = Seventy-one
72 = Seventy-two
73 = Seventy-three
74 = Seventy-four
75 = Seventy-five
76 = Seventy-six
77 = Seventy-seven
78 = Seventy-eight
79 = Seventy-nine
80 = Eighty
81 = Eighty-one
82 = Eighty-two
83 = Eighty-three
84 = Eighty-four
85 = Eighty-five
86 = Eighty-six
87 = Eighty-seven
88 = Eighty-eight
89 = Eighty-nine
90 = Ninety
91 = Ninety-one
92 = Ninety-two
93 = Ninety-three
94 = Ninety-four
95 = Ninety-five
96 = Ninety-six
97 = Ninety-seven
98 = Ninety-eight
99 = Ninety-nine
100 = One hundred

Topic 30

Grado 6to. Primaria

Holidays

1	**Competence (CNB)**	5. Incorpora elementos culturales por medio del idioma de acuerdo con las costumbres y modos de vida de los nativos del idioma en estudio.
2	**Achievement indicator (CNB)**	5.1. Participa activa y voluntariamente en actividades de lectura.
3	**Contents (CNB)**	5.1.2. Lectura de cuentos, rimas y canciones propios de culturas que hablan la L3 (Reading short stories about customs in the USA: St. Valentine's day, four of July - Independence Day"; Hollydays: "Christmas time.", "New year's day").
4	**Objective of the lesson**	Use: Holidays (Christmas, New Year's Day, Easter, Halloween, Independence Day, Teacher's day, Valentine's Day, Mother's Day, Father's Day, Local Fair, Holy Week, Carnival, All Saint's Day) To: Learn about different holidays and traditions In: Pair activity where students talk about when each holiday is celebrated. Christmas is celebrated on December 24th.
5	**Online practice**	https://quizlet.com/450896547/holidayscelebrations-flash-cards/?x=1jqt

Important: always check the "contenido declarativo" in the CNB to direct your lesson towards that context.

Teacher's lesson plan - BEE program		**Grado**	**6to. Primaria**
Class objective	Use: Holidays (Christmas, New Year's Day, Easter, Halloween, Independence Day, Teacher's day, Valentine's Day, Mother's Day, Father's Day, Local Fair, Holy Week, Carnival, All Saint's Day) To: Learn about different holidays and traditions In: Pair activity where students talk about when each holiday is celebrated. Christmas is celebrated on December 24th.		
Steps	**Procedure**		**Interaction/Resources**
Warm-up. 1 to 5 minutes	Count to 10: Students count to 10 in different voices or accents (whisper, shout, robot voice, etc.).		No material T-S / S-S
Start **Present and explain** 1 to 5 minutes	Introduce the holidays listed: Christmas, New Year's Day, Easter, Halloween, Independence Day, Teacher's Day, Valentine's Day, Mother's Day, Father's Day, Local Fair, Carnival, All Saints' Day. Write the name of each holiday on the board and say it aloud. Have students repeat after you.		Flashcards or drawings of Holidays T-S S-S
Main Part **Practice and repeat** 10 minutes	Activity 1: Instruct students to match the holiday flashcards with the correct dates written on separate cards. One student places the holiday card while the other reads out the holiday name and date (e.g., "Christmas is celebrated on December 25th"). Activity 2: Have students discuss and write down one tradition associated with each holiday on a piece of paper (e.g., "On Halloween, people dress up in costumes and go trick-or-treating"). One student writes while the other provides input, then they switch roles.		Flashcards or drawings of Holidays T-S S-S
Closure **evaluation, class presentation** 10 minutes	Conclude with a quick pair quiz: one student asks, "When is [holiday] celebrated?" and the other answers, then they switch roles to ensure both practice recalling dates.		Flashcards or drawings of Holidays T-S S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		T – S S – S

New Year Eve









USA's Independence's Day



ThanksGiving – The Fourth Thursday in November









Teaching Strategies

Teaching Strategies	
Teacher talking time	Learn that the teacher's talking time in class should be reduced and be given to students. This means we must remember that the first part of the lesson is our part but for the rest of the lesson, it should be the students doing the talking mostly.
Pair work	This is the best strategy for interaction among students. This allows most of the students to spend time talking. Doing groups of three or more allows to have one or more students not being on task, this means, just listening, getting bored, not talking.
Language routines	It is highly recommended to have routines within the class that promote the usage of English at any moment. Instances of this are: saying good morning/afternoon/evening, saying thank you. Having all that useful language that can help communicate ideas in the English language.
Routines	It is highly recommended to have routines that reduce the teacher's talking time and effort. This way, proactiveness is promoted within the class. This reduces extra effort from the teachers that can be well done by the students without many orders from the teachers.
Roles for the students	A great tip to promote the sense of community within the classroom is to have roles performed by the students. Even the simplest role can generate a huge sense of belonging of the students, a sense of being important in the class.
Usage of material	Using material in class could create a meaningful impact on the students. Material does not necessarily have to be printed. Students could do it by themselves, either writing or drawing, if it is simple to do. This is related to VAK (Visual, Auditive, Kinesthetic).

Chunk down the activities	Do not get to stick that a lesson topic or a topic should be taught in one session. Give time to see your students' progress and based on your observations act. Perhaps they need more practice, perhaps they understood quickly, or perhaps they are all making the same mistake. Act based on those observations and decided that your lesson topic needs more practice. Remember that the CNB allows flexibility if the actions are directed towards the objectives.
Observation.	Perhaps they need more practice, perhaps they understood quickly, or perhaps they are all making the same mistake. Observing could be tiring but it is worthy. You don't have to be observing the whole time. Before, during and after giving instructions do observe your students. Before you start, observe they are looking at you or that they are interested in your speech. During the instructions, it is best if you are also paying attention to their reactions to your instructions or talking. After giving instructions is ideal that you start observing your students, that you start monitoring to check on their doings, reactions, and progress.
Students talking to the whole class	When given a question to the whole class, or in general, and nobody answers… a good strategy is to ask them to answer the question in pairs, with the person behind or next to them. When given enough time, then ask the same question again and hopefully, you will have answers from the audience.
T/P/S: Think, pair, share.	This is a great strategy to encourage students to speak to the whole class. When a question is thrown to the students, allow time to think first. Tell them to think of the possible answer. The next step is to share such thoughts with the person next to them, and finally, you could ask the same question to the whole class and most probably there will be raised hands ready to share their opinion or answer.

TPR: Total Physical Response	Total Physical Response (TPR) focuses on learning through physical actions and gestures. It is often used to teach new vocabulary or commands. With TPR, learners listen to commands in the target language and respond by physically performing the action. This helps reinforce memory and understanding by engaging multiple senses and making learning more interactive and fun.
VAK: visual, auditive, kinesthetic	This is a great strategy to ensure the learning on all students, as it aims to send the information in all the possible channels. It is said that any information is perceived through the eyes (visual), ears (auditive) or body (kinesthetic, tactile). It is also said that all of us have a specific or more ways to receive the information, some of us are more visual than auditive, some of us are better at receiving the information through movement. If every of our activities are "vaked", then we ensure that our visual students, our auditive and kinesthetic students will get the information right, thus the learning will be successful.
Attention callers	As a teacher you need a specific way to attract the attention of the students, you don't really need to yell to the whole class for them to be in silence. Esdras: “The strategy that I use, and I have taught my students is that if I raise my hand, they will have around 10 seconds to finish whatever they are speaking about, go silence and give me their attention.” Perhaps you tell the class: "touch your head", to interrupt their doings and give instructions...
Warm-up	A great way to start a class is by having a warm-up. A warm-up is not necessarily a fun activity. In short, it is a way to slowly start the class. Perhaps, you want to review some contents of the previous sessions, perhaps you want to teach a new word, perhaps you just want to ask your students how is school doing, or perhaps you just want to give a powerful message. This activity should not require you the preparation of material, at least should not take you that long.

Material by students	You should not be the only one making material for the class. You could ask students to prepare material that could be useful for them later in the year. By doing so, we could also help students develop their creativeness. Perhaps, you have a list of words you want the students to remember, then, allow them to present it using different color paper, etc. and let them be free the way they want to do it.
Flashcards	A great way to practice vocabulary is by having flashcards. If material is expensive for you, then allow students to draw one of the many vocabulary words you want to teach, each student draws a different one and at the end you have a set of flashcards that the students can use. When practicing, the students could switch the material (their notebooks) around for them to practice the different vocabulary.
Students doing the work	Do not do everything in the class. If you want to give away handouts or material, assign two or more students to do it. If you need to write sentences or words on the whiteboard, ask students to do it! If you need to draw something, ask students to do it. Perhaps, you want to check homework, assign one student to check every two or three students and let them check the homework! You do not have to do all the work.
Elicit	Make sure to always count on the students. Instead of giving the answers, giving the right things, elicit from students such answers, this way you make them gain confidence to participate in class. This is also a good way to check on students' previous knowledge about the topic you are teaching.

Great websites for English teaching, practice, and learning.

- https://www.englishwsheets.com/index.html
- https://www.liveworksheets.com/
- https://quizlet.com/latest
- https://en.islcollective.com/
- https://www.facebook.com/AmericanEnglishforEducators
- https://www.facebook.com/AmericanEnglishatState
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El trabajo fue compilado en base a las páginas web referenciadas en este libro por el equipo académico y administrativo de BEE Program.

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